



## OUR PUBLIC SCHOOLS.

[We are permitted by the author to take the following extracts from the concluding chapter of ex-Superintendent Randall's "History of Public Instruction in the City of New York," now nearly ready for publication:]

## INTERNAL CONDITION OF THE SYSTEM.

*Freedom from Political Influences—Popular Appreciation—Frequent Visits of School Officers—Daily Routine of the Schools—Thorough Instruction—Trustees, Commissioners and Inspectors—Permanent Employment of Teachers—Their Services and Character.*

Since the consolidation in 1853 of the Public School Society and ward systems, and the union of their respective schools under one organization, the internal condition of the system has been in a course of harmonious progression, virtually independent of all external changes in its administration. Neither the periodical and frequent succession of the officers of the general and local boards, the conflicts of political or sectarian interests, nor the changes in the constitution of the system itself, from time to time deemed necessary or expedient, have in any perceptible degree affected its stability. Impeded its advancement, or weakened its hold upon the popular affection and regard. Participating, as the individuals composing both these administrative bodies necessarily must, in the political and partisan elements, which enter into all our popular contests for official station, the records of the past twenty years will be searched in vain for any indication of these influences in the councils and decisions of either board. However strongly marked may have been the differences of opinion of their members on all other topics of general interest, in their representative capacities as Commissioners, Inspectors or Trustees, they become subordinated to the paramount claims of educational advancement and the moral and intellectual welfare of the hundred thousand children committed to their care. What has recently been said by a thoughtful English observer of the general effects of our common-school systems throughout the country is specially applicable to our own organization: "The common-school system of the States is, among all the American institutions, the one most generally respected and approved. It differs from some other equally general and equally successful systems in the utter absence of centralization; it differs from many other American institutions in the efficiency and purity of its administration, in the general absence of jobbery, and of bad appointments and unjustifiable removals, prompted by motives of political party; and while almost every other part of the political system of the country has provoked the severest comments from Americans themselves, no voice has ever been raised against the common schools. All Americans are justly proud of them; nearly all prove their confidence in them by the strongest of all tests—that of sending their children to receive the earlier part of their education therein; they are the objects to which every traveler's attention is invited, and on which the affection and interest of the people are unflaggingly and unfeignedly fixed." "In New York," says Archbishop Fraser, in his report laid before the British Parliament, "the office of Trustee is altogether unremunerated, and Commissioners and Inspectors are only allowed their actual and reasonable expenses, while attending to their duties. And yet it is not at all unusual to find men of business, lawyers, merchants, etc., to whom, very emphatically, time is money, devoting an hour or two in a morning—not once in a way, merely, but week by week—to the visitation of schools before they go to their office or store."

There has, in fact, scarcely been a day during the past fifteen or twenty years, when many of these officers might not have been found in attendance upon some one or more of our public schools. Commissioners Brennan, Eager, Dugan, Small, Farr, Andrew H. Green, Vance, De La Mater, Jarvis, Van Vorst, Benedict, Warren, Nelson, Larremore, Miller, Waterbury, Davenport, Bernard Smyth, and Wood, seldom restricted their visitation to the schools either of their own ward or district. Inspectors Gerard, Kelly, Mills, Oliver, Woods, Hecker, Perkins and Moore exercised a supervisory jurisdiction over the entire system; and their faces were "familiar as household words" to every teacher and pupil throughout the city. Not a day was suffered to elapse in which, un-

less prevented by illness, absence or unavoidable professional engagements, the animated and cheerful countenance of James W. Gerard failed to greet some one or more of these temples of instruction; to pass through every class room, with a kindly word of encouragement to pupils and teachers; and frequently to discourse with the assembled school upon some interesting topic of biography, history, science, natural philosophy, or the current events of the day; illustrated by his extensive learning and varied experience in foreign lands, and brought down with exquisite tact to the comprehension of every child. Annual premiums of gold, silver and bronze medallions were awarded by him to the most proficient and deserving

6, on Randall's Island, for more than forty years, and still retains his place. Isabella F. McCormick had occupied her position as Principal of the Female Department in Grammar School No. 3, Hudson street, forty years, when she voluntarily resigned its arduous duties about one year ago. Leonard Hazeltine, the present able and efficient Principal of the Male Department of Grammar School No. 13, Houston street, received his appointment in 1835, and has consequently been in active service for thirty-seven years. Caroline F. Whiting, the present Principal of the Female Department of Grammar School No. 14, East Twenty-seventh street, has held her position for thirty-six years, and still ranks among our ablest and most successful

personal knowledge, as constituting a body of instructors, unsurpassed, as I believe, in the annals of popular education, in all those essential requisites of character and capacity which pertain to their high profession. Most of them have been carefully trained in the actual practical discipline of the school-room as pupils, and subsequently as teachers, participating weekly in the instructions of the Saturday Normal Schools, or have been graduates of some of the State Normal Schools. Of the entire number not more than two hundred have, during that period, been discharged for immoral conduct, professional incompetency or failure. Nine-tenths of their number have been females, and with rare exceptions have been found, so far as unex-

\$110,000; library and apparatus, \$3,684 47; furniture, \$4,300; in all, \$128,984 47. The training school consists of a primary and an intermediate and an academic department. Its object is to test the ability of pupil teachers to reproduce the drill they have received in the Normal School, and to give them an opportunity of practicing in their profession, both as to methods of teaching and governing. The academic department has courses of study corresponding to the courses in the normal department, called higher English and classical, and also a course preparatory for college and a commercial course. The whole number of pupils taught during the year is about 650. The Hon. Jerome Fuller is President of the Board of Trustees, and Daniel Holmes, Esq., Secretary. The Faculty is composed of the following: C. D. McLean, A. M., LL. B., Principal; Wm. J. Milne, A. M., Vice-Principal and Prof. Ancient Languages; Francis H. Palmer, A. M., Principal Training School; H. G. Burlingame, A. M., Teacher of Mathematics; W. H. Lennon, A. M., Teacher of Natural Sciences; C. B. Fairchild, Teacher of Commercial Department; Robert J. Gordon, Teacher of Penmanship; Mrs. W. C. Sylla, Preceptress; Miss Helen Roby, Teacher of Mathematics; Miss Clara Roby, Head Teacher of Intermediate Department; Miss Sarah M. Efron, Teacher of Mathematics and History; Miss C. M. Christwell, Teacher of English; Mrs. Mary A. Cady, Teacher of Objects; Mrs. M. J. Thompson, Head Teacher of Primary Department; Miss Elizabeth Richmond, Teacher of Reading and Vocal Music; Miss Fanny Barnett, Teacher of Drawing; Mrs. F. C. Ailing, Teacher of Instrumental Music.

## THE BOARD OF PUBLIC INSTRUCTION.

THE FUNDS FOR THE FIRST FOUR MONTHS OF THE YEAR—DEMAND FOR EQUALIZATION OF SALARIES—NEW SCHOOLS, &c.

The Board of Education met on Wednesday, March 6, 1872, in stated session. Present, President BERNARD SMYTH and Commissioners SARD, WOOD, VAN VORST, JARVIS, GREEN and LEWIS. Absent, Com. of the minutes and their adoption, a communication from the Mayor was presented, as follows: missioners BRENNAN, DURYEA, INGERBOLL, FANCHER and ENGLAND.

After the usual time for the examination "MAYOR'S OFFICE."

NEW YORK, Feb. 21, 1872. "Under and by virtue of the provision of section 7, chapter 574 of the Laws of 1871, I hereby appoint Richard Knabe, Esq., as Trustee of Common Schools for the Sixth Ward of the city of New York, to fill the vacancy created by the resignation of John V. Hall, Esq., and for the full term of five years, commencing this day.

A. OAKLEY HALL, "Mayor of the city of New York."

Which was ordered to be printed in full on the minutes and placed on file. The Trustees of the Fifth Ward call the attention of the Board to the failure of the heating apparatus in Grammar School No. 44. Referred to the Committee on Course of Studies, Hygienics, &c.

The Trustees of the same ward, in two communications, call attention to the condition of the furniture and the lack of wardrobes in the same school, and ask a repainting of the whole school. Referred to the Committee on Buildings, Repairs and Furniture.

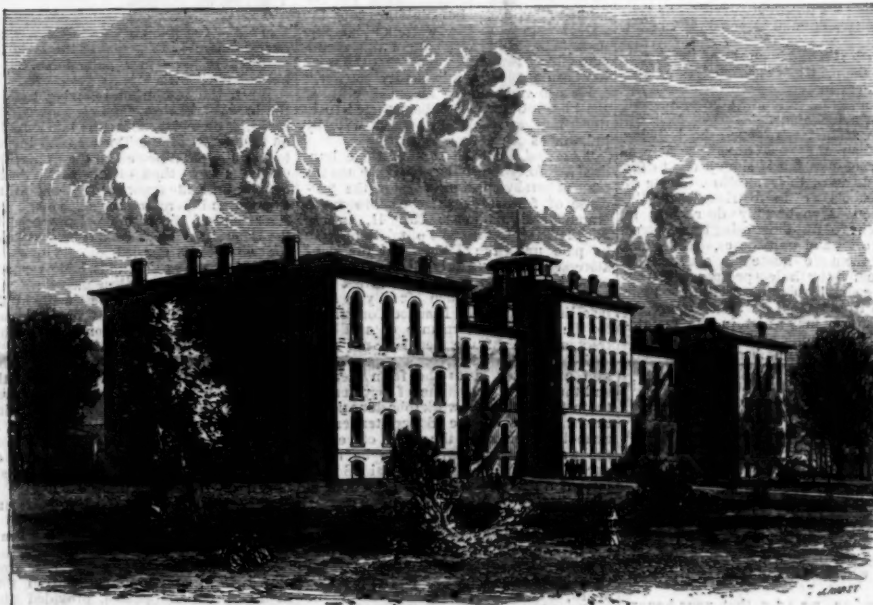
The Trustees of the Seventh Ward say: "A sincere desire to advance the interest of education, and to benefit deserving teachers who have become superannuated or prostrated by sickness contracted in the service, prompt us to request your department to carefully consider and devise some practicable method of pensioning such teachers."

"Respectfully," "JAMES CALLERTY," "JOHN FORD," "WILLIAM COLLEMAN," "THOMAS SHIELS."

Their suggestion was sent to the Committee on Teachers.

The same ward asks that the claims of mechanics for past work be liquidated, as they refuse to do any more work until the back claims are satisfied. Referred to the Committee on Buildings, Repairs, &c.

The Eighth Ward propose Miss Jane G. Hill, now Vice-Principal of Primary School No. 25, for Principal, in place of Mary E. Leake, resigned, and Miss Mary E. Frost for Vice Principal, in place of Miss Hill.



BROCKPORT NORMAL SCHOOL.

pupils, to be designated by the spontaneous and voluntary choice of their companions. His active interposition was also uniformly exerted for the suppression of any grievance affecting the rights, privileges and immunities of pupils, teachers or school officers, wherever they might occur; and no higher commendation can be added than to say that what George T. Trimble, Joseph Curtis and Samuel W. Seton were to the schools of the Public School Society, James W. Gerard and James Kelly, with their associate inspectors, were to the existing public school system.

Among the trustees most frequently to be daily met with in these institutions were Messrs. Weymouth, Williams, Fox and Kenny, of the First Ward; Kennedy, Friedsam, McGloin and Roche, of the Fourth; Tappen, Kemble, Nott, Leggett, Burras, Hewitt and Johnston, of the Fifth; Worrall, Bremer, King, Inslee and Collins, of the Seventh; Montgomery, Burnton, Adams, Tucker, Bloomfield, Westerfield, Fowler, Clark and Bonnell, of the Eighth; Farr, Booth and Wright, of the Ninth; McCaffill, Gutman, Patterson, Tooker and Irwin, of the Tenth and Thirteenth; Michling, Wangler, Slote and Wagner, of the Eleventh and Seventeenth; Stratton, Fuller, Place and Knapp, of the Twelfth; Marron and Ketcham, of the Fourteenth; Blakeman, Goodwin, Oliver, Knox, Schell, Lane and Taylor, of the Fifteenth; Vance, De La Mater, Van Vorst, Wandell, Taylor, Smith and Rosenmiller, of the Sixteenth; Neilson, Hayward, Murch, Joy and Trow, of the Eighteenth; Daly, Lyons, McManus and Burlinson, of the Nineteenth; Waterbury, Trainer, Livingston, Hastie and Littlefield, of the Twentieth; Stephenson, Davenport, Atterbury and Johnson, of the Twenty-first; and Riley, Underhill, Jasper and Dimond, of the Twenty-second.

Another important element in the efficiency and success of our system is the permanency of the teachers' positions and the liberal compensation awarded to their services. Thomas P. Okie has held the position of Principal of Ward School No.

teachers. The late Dr. Patterson recently resigned the Principalship of the Male Department of Grammar School No. 3 after thirty-two years of faithful and efficient service. Nathan P. Beers, Principal of the Male Department of Grammar School No. 15, Fifth street, near Tompkins square, received his appointment in 1837, and is consequently in the thirty-fifth year of his service. Charles S. Fell, Superintendent of the New York Orphan Asylum, and formerly Principal of the Male Department of Grammar School No. 8, in Grand street; Harriet M. Megies, formerly Principal of the Primary Department of No. 1, and now Vice-principal of the same department in No. 33; Sarah A. Bunker, the present Principal of the Female Department of No. 7, Chrystie street; Abraham K. Van Vleck, formerly Principal in the Male Department of No. 15, now first assistant in No. 23, Stanton street; Maria Downs, Principal of the Female Department of No. 15; Frances E. A. Gutch, of No. 49; Susannah Whitney, Principal of the Primary Department of No. 41, Greenwich avenue; Jane M. Steel, Vice-Principal Primary Department of No. 18; Mary Oliver, Principal Primary Department of No. 16; Jane A. A. Ebbets, of the Female Department of No. 44, North Moore and Varick streets; and Amelia Kiersted, of No. 17, have each been in the service of the Board for the past thirty years. John Peterson, Principal of Colored Grammar School No. 1, in Mulberry street; Ransom F. Wake, of No. 2, Laurens street; Charles L. Reason, of No. 6; Eliza D. Richards, of No. 4; and Fanny Tompkins, of No. 5, were originally employed by the Manumission Society in 1834, thirty-eight years since. A large proportion of the Principals of the several departments and schools have been in continuous service for periods varying from twenty-five to thirty years.

Of the ten thousand teachers, male and female, who at different periods have been employed for a longer or shorter time in the public schools of this city during the past twenty years, I can speak of my own

ceptionable character, superior scholarship, tact, ability, skill, patience and untiring industry are concerned, fully adequate to the duties of their positions, and worthy of the confidence of the Board and the community. The deservedly high reputation of a great majority of the male teachers and the long periods of their service afford the most indubitable evidence of the regard in which they have been and are held, and of their superior professional abilities. But the best and highest evidence of the competency and skill of the teachers of both sexes is to be found in the character, attainments and scholarship of their pupils; and this test the great body of teachers in the New York Public Schools may confidently challenge.

Annexed will be found a carefully prepared list of the names of the principal teachers of the several departments and schools, from the organization of the system in 1809 to the present time, with the dates of their respective appointments, designating those now in the employment of the Board.

## OUR STATE NORMAL SCHOOLS.

SKETCH NO. III.—BROCKPORT NORMAL AND TRAINING SCHOOL.

From S. S. Randall's "History of the Common School System in the State of New York," published by Ivison, Blakeman, Taylor & Co., we learn that this school was organized by act of the Legislature of April 7, 1866. The building is constructed of dark Medina sandstone, in the Norman style of architecture; is 300 feet long, and consists of a main or central building, 50 by 60 feet, and two wings, each 50 by 75 feet; together with two transverse wings, each 50 by 84 feet, running east and west, one at the northern and the other at the southern extremity. The central building is four stories in height, and the two wings three stories above the basement. The grounds comprise about six acres at the head of College street. Estimated value of building and grounds,



Referred to the Committee on Teachers.

The Eleventh Ward ask leave to lease for another year the premises now occupied by Primary School No. 39, at \$1,200 per annum. Referred to the Committee on Buildings, &c.

The Trustees of the Fifteenth Ward represent that for various reasons the ordinary test of numbers in fixing the salary is unfair in the case of the Primary Department of Grammar School No. 35, and ask that its Principal, Miss S. E. Clark, have a salary of \$1,500. Referred to the Committee on By-Laws.

The Sixteenth Ward ask leave to retain as their clerk "the young and energetic Vice Principal of Grammar School No. 11." Referred to the Committee on By-Laws.

From the Seventeenth Ward comes a protest signed not only by the Trustees of the Ward but by Andrew Mills and Harvey H. Woods, the inspectors of the district in which the ward is situated, against the report of the Committee of Teachers on the case of Miss Lillie Swain. The grounds of this protest are that under the by-laws of the Board the Board can only hear an appeal in a case of "Dismissal;" that no appeal was taken in ten days; that the letter sent to Commissioner England was not an "appeal" to the Board but a private letter to him; that the Committee on Teachers did not hear all the evidence offered in the case or examine into all the facts; that their conclusion was not sustained by the evidence taken and that Commissioner England having acted before the committee as counsel should not be permitted to vote upon the matter in the Board.

The President referred the communication to the Committee on By-Laws.

Commissioner JARVIS suggested that the Committee on Teachers was the proper one.

The President called his attention to the fact that a question as to a by-law was involved, and Commissioners Gross and Van Vorst both sustaining that view the matter was so referred.

The Trustees of the Eighteenth Ward state that some of the rotary chairs in School No. 40 are in such a condition that "the children when attempting to sit are frequently landed on the floor. This may be a very good gymnastic exercise but not a proper one for the schoolroom." They also ask other repairs to the furniture and building. Referred to the Committee on Buildings, Repairs and Furniture.

The Nineteenth Ward announce that in response to an advertisement for proposals for heating apparatus for the new Grammar School in Fifty-seventh street they have received proposals ranging from \$9,568 to \$6,999, and have awarded the contract at the latter figure to Gillis & Geoghegan; also that for furnishing the same school-house they have received seven proposals ranging from \$12,443 to \$5,949, and have awarded the contract to the National School Furniture Company at the higher figure. They propose resolutions authorizing the carrying out of these awards. Referred to the Committee on Finance.

The same ward asks the payment of \$2,625, nine months' rent of the school-house at the corner of Fifty-seventh street, near Third avenue. Referred to the Committee on Finance.

The Twentieth Ward ask to have the clock in Grammar School No. 33 put in order, and for an examination of the cellar of Grammar School No. 26. Referred to the Committee on Buildings, Repairs and Furniture.

The Twenty-first Ward ask for Miss Annie R. Peacock, Vice Principal of Primary Department No. 14, a continuance of last year's salary, the falling off in attendance being due to the prevalence of smallpox. Referred to the Committee on By-Laws.

The City Superintendent's report was ordered to be printed in full in the minutes and placed on file. It is as follows:

"DEPARTMENT PUBLIC INSTRUCTION, )  
SUPERINTENDENT'S OFFICE, )  
NEW YORK, March 6, 1872."

"To the Board of Public Instruction: "

"GENTLEMEN: As required by law, I respectfully submit the following report for the month of January last:

"The following schools have been visited and examined, namely: Grammar Schools Nos. 32, 33, 36, 45, 46, 55, 56, and Primary Schools Nos. 3, 5, 31, 39—in all, nineteen different departments and schools. The number of classes examined was 229, of which the instruction was shown to have been excellent in 140, good in 73, fair in 10 and indifferent in 1. The discipline in all but seven of these classes seemed to be quite efficient; in 183 it was excellent. The general management in all the schools appeared to be very commendable.

"By the returns made to this Department the average attendance of pupils in all the schools during the month was 98,534, which is 3,756 in excess of the corresponding month last year; while the number of pupils on register is 4,897 less than for the same month in 1871. While, therefore, the average number of absentees in the month of January last year was more than 18 per cent., this year it is less than 10 per cent.

"The number of pupils promoted from the Primary to the Grammar Schools during the month was 1,828. The number of suspensions was only 9 in all the schools.

"Respectfully submitted,

"HENRY KIDDLE, City Supt."

An objection by the President to signing a bill of Joseph Lutz for \$240 was referred to the Committee on Finance.

Two communications from Hon. Andrew H. Green, Comptroller, were received and read for information. The first, announcing the appropriation of \$908,700 for

the expenses of the Department from January 1 to April 30 and the drawing already of \$180,000, leaving to be drawn \$728,700; and the second, the circular, which has been sent to all the Departments, urging the utmost economy in appropriations. With regard to the first, Commissioner Lewis stated that in this total of \$908,700 was included \$40,000 appropriated specifically to the Normal College, so that the sum appropriated to the general purposes of the Board was but \$868,700.

The communications were ordered on file and to be printed in full in the minutes.

The following communication was read in full:

"To the Honorable the Department of Public Instruction of the City of New York:

"GENTLEMEN: We, the undersigned principals of the smaller schools of this city, respectfully appeal to your honorable body for consideration of a by-law now in existence in your Department, which requires that the salaries of the principals of schools shall be based upon the yearly average attendance, the enforcement of which by law we regard as injurious to our interests and unjust to our professional standing. The grounds upon which our views are based are mainly the following:

"First: All principals are obliged to possess the same qualifications to obtain a certificate authorizing them to hold their positions, whether in large or small schools.

"Second: Classification in small schools is much more difficult than in larger ones. The same grades being required in all, their accomplishment in the smaller schools, with fewer teachers, calls for great judgment and discrimination in the arrangement of classes.

"Third: The principals of the smaller schools are often obliged to assist the class teachers in order to maintain the grades required by your Department in addition to fulfilling the duties involved in the general management and responsibility of the school.

"Fourth: While in most of the larger schools the principal is assisted by one of the teachers in keeping the records, in the smaller ones that duty must be performed by the principal alone.

"Fifth: The fact of our schools being smaller than others does not proceed from any fault of ours, but is simply due to the disadvantages of their location. Some of these schools are in districts where the population is continually decreasing in consequence of dwellings being transformed into factories and warehouses, and the majority of them are situated in quarters inhabited chiefly by the less prosperous classes who are generally obliged to withdraw their children from school at an early age, in order that they may assist in the maintenance of their families. These causes not only diminish the numbers in attendance in our classes, but the time allotted to our pupils for obtaining the education which is to serve for the purposes of their lifetime being, in most cases, so brief, we are obliged conscientiously to give to them closer and more assiduous attention than would otherwise be needed. Thus, while our whole time and energies are devoted to the duties of our position, our labors are more difficult and our anxieties greater than those of our more fortunately placed professional associates and are uncompensated by any of the encouraging circumstances which surround their fields of labor.

Therefore, we pray that your honorable body will consider this statement of our present situation and cause of complaint, and will relieve us of the disadvantage and apparent degradation occasioned by this inequality of compensation."

This protest is signed by fourteen lady principals in the First, Fourth, Fifth, Sixth, Seventh, Eighth, Tenth, Fourteenth and Fifteenth Wards.

The President suggested its reference to the Committee on Teachers.

Commissioner Wood moved that this communication, which was a very able presentation of that side of the case, be printed in full in the minutes. He supposed the Committee on Teachers was the proper one to which to refer it in ordinary course; but the Committee on By-Laws was now considering the question of teachers' salaries, and had before it many communications on the subject, and this communication, to which, though he had not yet arrived at the conclusion sought in it, he must attribute marked ability in presenting that side of the case, should, he thought, be referred to the Committee on By-Laws.

The Board adopted his suggestions.

Commissioner SANDS presented the following resolution:

"Resolved, That in future the Principals of the various schools under the jurisdiction of the Department of Public Instruction be directed to certify to the correctness of all bills incurred by the Committee on Course of Studies, School-books and Hygienics in their respective schools (other than those done by contract), for repairs for heating apparatus, and for repairing, cleaning and setting up stoves."

The resolution was adopted.

Commissioner LEWIS offered the following resolution:

"Resolved, That the new school building on Fifty-seventh street, near Third avenue, in the Nineteenth Ward, be known as Grammar School Building No. 50." Adopted.

Commissioner WOOD said he should offer the following resolution mainly to give notice of a postponement of the time of laying the foundation stone of the Normal College, which was to have taken place next Monday. The committee had supposed that all preparations were made for the laying of the stone, but a hitch had

occurred, and so to give notice of the delay he offered the following:

"Resolved, That this Board will attend the ceremony of laying the foundation stone of the Normal College building, corner of Fourth avenue and Sixty-eighth street, on Tuesday, 19th March, at noon, unless the day be wet, in which case the ceremony will take place on the next fair day thereafter at the same hour." Adopted.

Commissioner JARVIS, from the Committee on By-Laws, reported a careful revision of the by-laws with a request for a special meeting to discuss them. The report was laid over under the rule, but in this connection Commissioner JARVIS offered the following resolution:

"Resolved, That the President of the Department be requested to call a meeting of the Board on some day during the coming week for the discussion and adoption of the By-Laws." Adopted.

Commissioner LEWIS, from the Finance Committee, reported the financial ability to meet the awards of contracts for erecting a new school house on East Sixteenth street, in the Eighteenth Ward, amounting in the aggregate to \$45,019. (The particulars have already been published.) The report was accepted and the following resolution passed by unanimous consent:

"Resolved, That the sum of forty-five thousand and nine cents dollars (\$45,019) be and the same is hereby appropriated for the purpose of erecting a new school house in the Eighteenth Ward, but no part of said money to be paid until the Trustees of the ward aforesaid shall have duly filed the contract to be entered into by them for that purpose, together with such security as shall be satisfactory to the Finance Committee, for the faithful performance of said contract, and against the lien law, nor until said contract shall have been approved by said committee, as to the form thereof, and the amount and time of payment of the installments—the work to be done under the direction of the Superintendent of School Buildings and the school officers of the ward, and no payment to be made except upon the certificate of said Superintendent that the work has been done in a satisfactory manner."

He also reported the financial ability of the Board to pay the bills referred to in the following resolutions, which were by unanimous consent adopted:

"Resolved, That the sum of three hundred and forty-five dollars (\$345) be and the same is hereby appropriated for the purchase of furnishing three class-rooms in Grammar School-house No. 41, in the Ninth Ward, but no part of said money to be paid until the Trustees of the ward aforesaid shall have duly filed the contract to be entered into by them for that purpose, together with such security as shall be satisfactory to the Finance Committee, for the faithful performance of said contract, and against the lien law, nor until said contract shall have been approved by said committee, as to the form thereof, and the amount and time of payment of the installments—the work to be done under the direction of the Superintendent of School Buildings and the school officers of the ward, and no payment to be made except upon the certificate of said Superintendent that the work has been done in a satisfactory manner."

"Resolved, That the sum of two hundred and fifty-three dollars (\$253) be and the same is hereby appropriated for the purpose of furnishing two class-rooms in Grammar School-house No. 8, in the Ninth Ward, but no part of said money to be paid until the Trustees of the ward aforesaid shall have duly filed the contract to be entered into by them for that purpose, together with such security as shall be satisfactory to the Finance Committee, for the faithful performance of said contract, and against the lien law, nor until said contract shall have been approved by said committee, as to the form thereof and the amount and time of payment of the installments—the work to be done under the direction of the Superintendent of School Buildings and the school officers of the ward, and no payment to be made except upon the certificate of said Superintendent that the work has been done in a satisfactory manner."

Commissioner LEWIS reported from the same committee in relation to certain bills objected to by the President that the objection arose from the amounts exceeding the limit of \$50 put on the ward trustees on each single piece of work, but that the work was done, was necessary and was approved by the Superintendent of Buildings and that the bills can be paid from the allowances of 1871 to the respective wards. The following resolution was, unanimous consent being obtained, passed:

"Resolved, That the President and Clerk be and they hereby are authorized to pay the following named bills incurred by the trustees of the respective wards named in connection therewith for repairs to buildings, and charge to the allowances to said wards for their incidental expenses in 1871:

For the Nineteenth Ward, Picken & Casley, January, 1871, for carpenter work, \$12 36

For the Nineteenth Ward, Picken & Casley, February, 1871, carpenter work, 73 11

For the Nineteenth Ward, Picken & Casley, January, 1871, carpenter work, 54 30

For the Twentieth Ward, J. V. Donovan & Bro., sundry dates, 1871, 115 36

For the Twenty-first Ward, Thos. Canaan, not, September, 1871, glazing, 52 59

For the Twenty-first Ward, Thos. Canaan, not, September, 1871, glazing, 51 90

Commissioner GROSS, from the Committee on Teachers, reported in favor of paying J. P. McIvor, Principal of Grammar School No. 9, the same rate of salary as he received last year. Laid over under the rule.

At the last meeting a number of nominations were made of Principals and Vice Principals of Grammar School No. 53 to

positions in the new grammar school on Fifty seventh street, and nominations made to fill the vacancies in Grammar School No. 53 vacated by this transfer. These nominations were referred to the Committee on Teachers.

Commissioner GROSS, from the Committee on Teachers, reported that on inquiry they found that the new school-house would not be ready for occupation till next September, they therefore deem it injudicious now to appoint principals and vice-principals to that school and find no vacancies in School No. 53. This is without reference to the merits of the candidates or any desire to prejudice their claims. Laid over under the rule.

The same committee reported favorably on the nomination of Chas. L. Balch as Vice-Principal of Male Department of Grammar School No. 19.

Commissioner GROSS, on presenting the report, said that, owing to a combination of untoward circumstances, that school had not had the benefit of an efficient vice-principal for some time. As the Trustees had now selected an excellent man, and one who had at once received the approval of the committee, he thought it desirable that they should have his services immediately.

Unanimous consent was obtained and the appointment made.

Commissioner BRENNAN, from the Committee on Sites and New Schools, reported on the application of the Sixth Ward for larger accommodations for Grammar School No. 23, that the attendance was such as to require more suitable and spacious rooms, which could be secured by an enlargement of the present site. That opportunity was offered to purchase the adjoining lot, 24 1/2 front and half the block deep, for \$30,000, and recommended the purchase. Referred to the Committee on Finance.

Under unfinished business the following resolution, reported by the Committee on Teachers, was adopted:

"Resolved, That the request of the Trustees of the Tenth Ward to remove Alexander Morehouse, Principal of the Male Department of Grammar School No. 20, be not complied with."

When the resolution referring to Miss Swain was taken up, Commissioner GROSS said that owing to the action taken to-day on the protest of the Trustees and Inspectors sending that protest to the Committee on By-Laws, he thought this matter should lie over until the report of that committee came in, and therefore moved that the consideration of the resolution proposed by the Committee on Teachers be postponed for two weeks. Carried.

The following resolutions, laid over from the last meeting, were then passed:

"Resolved, That the request made by the Trustees of the Twenty-first Ward for permission to teach the seventh and eighth grades of the Grammar School Course in Primary School No. 16 be complied with."

"Resolved, That the Trustees of the Seventeenth Ward be authorized to advertise for estimates and proposals for heating New Grammar School Building No. 25, in accordance with plans and specifications to be prepared by the Superintendent of Buildings and Repairs, subject to the approval of the Committee on Course of Studies, School Books and Hygienics and the Trustees of the Seventeenth Ward."

"Resolved, That the Trustees of the Tenth Ward be authorized to hire the premises No. 116 Ludlow street, for one year from May 1, 1872, at an annual rent of four thousand dollars (\$4,000), provided that said building is completed by the first of May next, and ready for occupancy to the pupils of Primary School No. 1.

"Resolved, That the Trustees of the Seventeenth Ward be authorized to invite, by the usual advertisement, proposals for furnishing Grammar School Building No. 25, in the Seventeenth Ward, in accordance with plans and specifications to be prepared by the Superintendent of Buildings, the style of furniture that may be adopted by the Trustees of the ward named, subject to the approval of the Committee on Buildings, Repairs and Furniture."

The session then adjourned.

#### JAMES H. HOOSE, A. M.

PRESIDENT OF CORTLAND NORMAL SCHOOL.

James H. Hoose was born near Warnersville, Schoharie County, N. Y., January 24, 1835. The ancestors of his father were from Holland; those of his mother from Germany. When James was about a year old his father moved to the town of Parish, Oswego County, then mostly a wild forest, purchased and cleared a farm, and soon became one of the thrifty farmers of his town, and has up to the present maintained that rank.

James worked at home on the farm, attending the district school winters, and a portion of the time summers, until about eighteen years of age. His father was a bitter foe to laziness, carelessness and profligacy; and under his stern but kind discipline the son early learned those habits of industry, thoughtfulness, order and frugality which have so largely contributed to his success in other pursuits. His body was strengthened and disciplined by healthful and useful labor, while his mind was not only kept from evil, but was taught and trained to virtuous activity.

He very early acquired a marked taste for reading, and carefully perused all the books in the district library, and others which he was able to borrow. So ardent and persistent a reader was he, that his parents often found it necessary to drive him to bed against his strong and earnest protest. As he grew older, and was sent to the fields to work with the team, he availed himself of every opportunity to

make up the time which he claimed to have lost by sleep in his earlier years, by taking books in his pockets and reading them while the horses were enjoying the refreshing rests which he gave them.

Tobacco and intoxicating drinks he was taught to loathe and avoid in every form. These habits have clung to him through life, and have proved many times under the most trying circumstances a constant shield from all temptations to low amusement and base indulgence.

He made astonishing progress at the district school. His scholarship, together with his reputation as a well-informed boy of virtuous and manly habits, gave him such prominence in his neighborhood that, at the age of 18 years, he was earnestly requested to teach the district school which hitherto he had regularly attended. Though he had never been a pupil for a week elsewhere, and had no experience of other schools, he accepted the invitation, and performed the task to the high satisfaction of his patrons—teaching four months, at twelve dollars per month, and "boarding around." During this term he studied Page's "Theory and Practice of Teaching," which, together with his work in the school-room, fired his young heart with high ambition, and helped him in forming the purpose to strive for higher attainments and larger usefulness in this vocation to which Providence seemed thus early to direct him.

At the close of school, the father considered his son's health too poor to admit of his working on the farm, but readily agreed with James in the opinion that it would be safe for him to attend Mexico Academy. He therefore entered upon his academic studies at once, and remained two terms at that time. The school was under good discipline, and here he received his first experience in matters of sound and broad scholarship.

In the fall he attended a Teachers' Institute held at Mexico, and gained broader ideas of life and new views of the teacher's profession, its high rank in usefulness and its rewards, and was filled with enthusiasm and determination to serve and honor it. During the succeeding winter he taught a district school, with increased success.

He never returned to the farm except to help his father during his vacations, or to recruit his strength impaired by study. The father soon learned his former mistake in sending his son to the academy to gain health and muscle when he was already too weak for the farm, and the son was in after years often compelled to reverse this injurious practice which, though at first a blunder, enabled him to stumble into the path which has led him to extended usefulness and high honor.

It is useless to attempt to follow the path of Prof. Hoose from this point, since to do so would protract the sketch beyond proper limits. Like the lives of most truly successful men, his has been full of vicissitudes, but at every turn he has seemed to see and choose the open door and the upward path.

From 1855 to the fall of 1861 he was constantly engaged either as a student or in teaching. His academic studies were prosecuted usually at Mexico Academy, though for seven months at one of them he was under the private tuition of Professor John R. French, a most thorough scholar and successful instructor, afterward of Genesee College, and now of Syracuse University. Under his supervision he grappled with the severest studies, and performed what he regards the greatest intellectual feat of his life. He taught common and select schools, including evening singing-schools, many terms, in this State and elsewhere.

In the spring of 1860 he taught at Pulaski a select school designed to prepare teachers for more efficient work in the summer schools. This he made, so far as possible, a normal school, and his attempt and success in the undertaking gave early evidence of his interest in the preparation of teachers, and pleasing assurance of his future usefulness, now so fully realized. His popularity in this school made him, at its close, Principal of Pulaski Academy.

He attended most of the teachers' institutes held in his own county during these years—always when possible—and in every instance when present served as one of the instructors. He was one of the prominent movers in the organization of the first County Teachers' Association formed in Oswego County, and was its corresponding secretary as long as he remained in the county. His enthusiasm, his hopefulness and energetic action, contributed largely to elevate the district schools throughout the county.

The first session of the New York State Teachers' Association which he attended was that held at Syracuse in 1860. He has been present at all held since except, possibly, one or two, and has taken active part in the proceedings. At the meeting in 1862 he was elected one of the editors of the *New York Teacher*; this post he held uninterruptedly as long as this monthly had a separate existence.

He graduated at Genesee College in 1861. In the fall of the same year he was married to Miss Lemoyne A. Hale, of New Haven, N. Y., a lady of high natural endowments, fine scholarship, engaging manners, and charming disposition. She has exerted a marked influence upon him, entering sympathetically into all his plans, aiding and supplementing him in his arduous work, and encouraging him often under most trying circumstances, such as men of earnest lives are sure to experience. She attended and worked with him in most of the Teachers' Institutes, so many of which he held.

He was first regularly employed as a conductor of Teachers' Institutes in 1866, by Hon. Victor M. Rice, Superintendent of



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Public Instruction, who, from his first acquaintance with him, was one of his most ardent admirers, and who, while he remained in the State Department, employed him at this work whenever possible. Professor Hoose has attended institutes in all parts of the State, and has met the most flattering success. It is no disparagement to others to say that he has no superior as a conductor of Teachers' Institutes, and that no one has gained more or warmer friends and admirers than he in this great field of usefulness. He and his most excellent wife were always welcome, and brought sunshine to the institute. But her numerous friends shall behold her no more in this life, and rejoice in the blessing of her influence. In July last a light was withdrawn from earth, and a star was added in Heaven; and a great shadow fell on the heart of James H. Hoose. Shed after a very brief illness, in rapturous triumph of Christian faith.

Prof. Hoose himself made public profession of the Christian religion while in college and united with the Methodist Episcopal Church, of which he and his wife have uniformly been active members and ardent supporters.

He has served as Principal of Warnersville Academy, Schoharie County; Principal of Ward School No. 4, Oswego; Professor in charge of the English Department in Cortland Academy, Homer, N. Y.; Professor of Mathematics in Susquehanna Seminary, Binghamton, and also in Genesee Wesleyan Seminary, Lima, N. Y., and Professor of Theory and Practice and of History of English Language and Literature in the State Normal School at Brockport, N. Y. He was still at Brockport at the time of his election to the position which he now fills. He entered upon the discharge of his duties as Principal of the State Normal School at Cortland, N. Y., in the winter of 1869, the school being then about to open for its first term.

In all these positions he has given the same uniform success, however changed have been his circumstances. Cortland Normal School numbered during its first term less than 60 normal pupils, and during the last, the sixth, it numbered about 250. The great popularity of the school is too well known to need further notice here. Those who know most of its success, and of the manner in which it has been gained, will not hesitate to say that this is very largely the result of the wise choice of the local board in electing James H. Hoose as its Principal.

At its last session the New York State Teachers' Association, by an overwhelming majority, elected him its President. He will be called upon to preside over its deliberations at the next session, to be held at Saratoga Springs in July next.

Prof. Hoose's strong traits are: his unselfishness; his frankness and open-faced honesty of purpose; his hatred of everything low, gross or dishonest; his broad, quick common sense; his deep sympathy with the masses; his enthusiasm in all he undertakes, and hence his strong personal power over his pupils; his firm belief that whatever in culture is good for any man is good for all men; and his unwavering purpose so to act that his life-work shall tend to secure the greatest good of the greatest number.

We have but very imperfectly sketched some of the leading incidents in the life of one of our most prominent and successful educators. Born in an humble rural district; trained to labor on the farm till he arrived at manhood, forming simple tastes, habits of industry, frugality and order; educated in the common district school and there learning how to teach others—himself aiming high and aspiring by his own life to beget in his pupils the conviction that virtue, culture, and earnest, noble action alone bring true success; making himself personally known and his personal power felt throughout the length and breadth of his native State; rising step by step, he has won by the force of enlightened and pure, purpose, earnest, well-directed and persistent labor, and the seal of shining success, a foremost position among those large-hearted, soul-inspired educators who are not born to die, and through whom is assured the realization of the best hopes of mankind.

#### GLIMPSES IN THE SCHOOL-ROOM.

BY EMILY J. BRYANT.

The first scene in our public career is acted in the school-room, and this is, I apprehend, the place where manhood and womanhood should be cultivated. Pupils are to become men and women, and the transition from the school-room to the world should not be so great as to lead the pupil to think, as he passes from the one to the other, that he is born into a new world. In the school-room children should be taught self-reliance and self-government. The teacher will find ample reward for laboring to bring out the practical ability of her pupils, as well as to instruct them in the elements of science. There are some helps to this, but the best way is for the teacher to be what she desires her pupils to become, and then labor to impress her own image upon the child-nature.

Some day, to test your influence in this direction, quietly fold your arms, sit erect and look around your room in its stillness, and you will find some one, at least, who has unconsciously done the same; give your hair a peculiar brush, and you will find it repeated; wear a gaudy ribbon, or go without decoration, and you will find your pattern reproduced. Guard this precious influence by aloneness—words too often dissipate it—and you will find your

power growing. The pupil learns more from what the teacher is than from what she says, and this is true in practical matters; if she has system and harmony in the school-room, fortunate is the child who enjoys her instruction.

Harmony and system cannot be obtained at once. Children come together in the school-room, having every variety of temperament, disposition and training. Time is necessary for them to assimilate and become tractable. In the process of harmonizing, the teacher should aim to develop sympathy, a strong devotion to whatever is right and a sincere good will. She may model her school after her own idea of character, until it moves as a unit with the laws of her own mind. Through this period of molding, forbearance is, in almost every case, better than the rod for refractory pupils.

Among the helps to which we refer are individual recitations, requiring, for instance, one pupil to give the substance of the lesson, devoting the remainder of the allotted time to a thorough and honest criticism by the class. In reading, for example, after the selection has been sufficiently practiced by the class, let some one read it in full, standing before the school, following the exercise with criticism. In these remarks, we do not give liberty to make any pupil a prodigy in the school. The diffident and weak should be encouraged to advance, and the precocious held back with closer criticism. Perhaps there is nothing that will more thoroughly convince a person of their true position than true criticism, and we shall some time, with the *Rural Home's* permission, present this subject.

Lessons in vocal music can generally be given by a pupil as well as the teacher. The teacher, retiring to the rear of the room, can have a view of the entire school without being seen. This leaves them in a measure upon their own responsibility while the child, at the musical chart or at the black-board, if the music be written there, can, with the pointer in hand, attain all the answers necessary. By pointing to the clef, it will be named by the class; then the sharps or flats are next designated and recited, and the position of *do* determined when the class proceeded to read. If a note is misnamed, the pointer stays upon it until the class decide upon the correct answer. When the class sing, if a note is sounded incorrectly, some one pupil may give it for the class to repeat. It is evident that the school must learn this from example before they can do it themselves. The absence of the teacher from the room may be made to strengthen the self-reliance and honor of the pupils.

Science is essential to education, but, in our estimation, it forms only a part of it. A scientific education without a well-formed character, would give to the world not all that is needed. The teacher of the present day must be representative of the thoughts and virtues to be taught, and these must be imparted by association as much as by study. This, under the present condition of our schools, is an exhaustive process to the teacher; but what end is no one can be achieved without effort, without feeling that virtue is gone out from us?—*Rural Home*.

#### WORSHIP OF DRY GOODS.

"What on earth are the women of this day and generation coming to? Nothing but dress, dress!"

Such was the sorrowful exclamation of good old Aunt Nabble, as she sat by the window, the other day, ruefully surveying the *Flores McFinnerys* as they filed by, tricked out in belauded, befrilled walking-gear, set off with a quantity of ribbons and streamers sufficient to stock a first-class millinery establishment.

Now, I consider the above question an eminently pertinent one; so I repeat with Aunt Nabble what are the women coming to? What is to be the end of their inordinate passion for finery—their blind, wholesale worship of dry goods?

"There, now," pouts one of these afore-said idolaters, with a very decided curl of her pretty little nasal organ, "I suppose if you and your clique could have your way, you'd instantaneously doom us to the tow-line, and skimpy dresses of our grandmother days; you want us to make poky, hideous old frights of ourselves!"

"Not a bit of it, my dear! I believe in being well dressed just as much as you do; so please don't be unreasonable. A proper regard for externals is certainly commendable and praiseworthy, and I consider it the duty of every woman to make herself just as attractive as she can by legitimate means."

But don't give your *scholastic* time and attention to the adornment of your bodies; don't pray, place your *scholastic* thought and affections upon silks and velvets, flounces and paniers.

Why, girls, if you could see yourselves as sensible people see you, you would direct yourselves of a goodly portion of your French fineries and fignizes, and betake yourselves at once to simplicity, and all that sort of thing. As things go now, one might almost reckon plainness of attire as among the lost arts, and dub this the age of fuss and feathers.

Now some would-be wisecracks would have it understood that women indulge in all this gorgeous display solely to please the eyes of men. One keen observer of womankind declares that women dress to excite the envy of other women, which is much nearer the truth.

But, granting the first-named proposition be true, all your efforts in this direction would be utterly useless; for, as assured, no man was ever captured—hooked, matrimonially speaking—by a mere walking dry

goods automaton. Such a piece of femininity does admirably well for a flirtation, but when it comes down to double-blessedness, ah, no, thank you, ladies!

So you see it behooves you to turn from your idols and inaugurate a reform in this matter of dress. Now who of you will set the ball in motion, and by word and deed help put to rout these puffed, flounced, padded, bedizened caricatures of womanhood whom one encounters on every hand! As for those who refuse to be divorced from their idols, may it be their doom to sit in a corner to the end of their days, and cry "Heigho for a husband!"—*Home Journal*.

The Rochester Democrat says: A kettle that was brought over in the Mayflower by one of the Pilgrim fathers, is owned in Palmyra. To which the *Utica Herald* adds: That's nothing. A saloon-keeper in this city sells eggs to his customers which were boiled in that kettle by some of the Pilgrims shortly after they had landed. And we've a man in this city who'd eat those eggs—if he got them for nothing.

#### The Roll of Merit.

By a resolution of the Board of Education, passed April 19, 1871, this paper is especially designated to give monthly, under the above title, the name and residence of the best pupil in each class in every school in the City of New York, the information being furnished us through the Clerk of the Board by the several Principals. The official character thus given to the list makes it to all whose names appear therein an imperishable certificate, fairly and honorably earned, not only of good deportment, but of intelligence and the faithful discharge of duty. For the month of February the Roll stands as follows:

GRAMMAR SCHOOL No. 2.  
MALE DEPARTMENT.  
Class A. Henry Busch, 323 w. Houston st.  
B. Charles E. Birdwell, 733 Greenwich st.  
C. Frank E. Simmons, 234 w. 14th st.  
D. Isaac Sobel, 488 Hudson st.  
E. Wm. E. Rigby, 586 Washington st.  
C. Oscar C. Kobb, 84 Greenwich ave.  
D. Charles F. Tyler, 301 Broadway st.  
D. Augustus V. Reely, 655 Greenwich st.  
D. Jesse Wickes, 370 w. 11th st.  
H. Sinclair, 301 Broadway st.  
F. Wm. J. Ennis, 128 Perry st.  
F. Foster H. Ormsby, 745 Greenwich st.  
F. Henry Spindler, 285 Broadway st.  
G. Winfield Cummings, 133 Perry st.  
G. John Fitcher, 213 Thompson st.  
G. Oscar Dwyer, 301 Broadway st.  
G. George Walker, 313 Carmine st.  
H. Charles W. Otman, 121 Christopher st.  
H. Sinclair Smith, 385 w. 11th st.  
I. Frank R. McAffee, 324 w. Houston st.  
I. Wm. T. McCreedy, 40 Downing st.  
J. Charles F. Schuchler, 108 Perry st.  
J. Abraham Holt, 465 Hudson st.  
J. Wm. E. Robins, 412 w. 18th st.  
J. Alfred C. Lian, 35 Christopher st.  
J. John Benker, 24 Barrow st.

GRAMMAR SCHOOL No. 5.  
FEMALE DEPARTMENT.  
Grade 1. Thomas Egan, 215 Mott st.  
1. Aron Hyman, 214 Mott st.  
2. Andrew McDonald, 230 Mott st.  
3. Matilda Sherer, 208 Elm st.  
4. Mary J. Dougherty, 130 Mott st.  
5. Adeline Mayle, 40 Delancey st.  
6. James Pendergast, 115 Mott st.  
7. Alexander Harrington, 258 Mott st.  
8. Agnes Donal, 186 Mott st.  
9. Mary Peters, 127 Mott st.  
10. Timothy Peterson, 228 Mott st.  
11. John Hylla, 25 Bleecker st.  
12. Daniel Reyer, 284 Mott st.  
13. John Spillman, 261 Elizabeth st.  
14. Emma Baulch, 187 Mott st.  
15. Maggie Hendricks, 123 Elizabeth st.  
16. Mary O'Keefe, 131 Elizabeth st.  
17. Susan Brown, 145 Mott st.  
18. George Donal, 186 Mott st.  
19. Willie Grinnell, 142 Mott st.  
20. Samuel Smith, 28th st.  
21. Dennis McLaughlin, 232 Mott st.  
22. Lilly Fanning, 183 Mulberry st.  
23. Annie Handley, 41 Elizabeth st.

GRAMMAR SCHOOL No. 16.  
FEMALE DEPARTMENT.  
Class A. Sophie Koth, 401 E. 12th st.  
B. Jeanie L. Weaver, 401 E. 12th st.  
C. Lillian Nelson, 401 E. 12th st.  
D. Matilda Holman, 401 E. 12th st.  
E. Emily Brown, 401 E. 12th st.  
F. Agnes Handley, 401 E. 12th st.  
G. Annie Stimpson, 401 E. 12th st.  
H. Agnes Diamond, 401 E. 12th st.  
I. Carrie Chase, 401 E. 12th st.  
J. Minnie Cook, 401 E. 12th st.  
K. Hattie Weston, 401 E. 12th st.  
L. Lucy Gardner, 401 E. 12th st.  
M. Addie King, 401 E. 12th st.  
N. Matilda Quil, 401 E. 12th st.  
O. Addie Schuler, 401 E. 12th st.  
P. Bertha Schuler, 401 E. 12th st.

GRAMMAR SCHOOL No. 22.  
FEMALE DEPARTMENT.  
Class 1. John Doll, 111 Sheriff st.  
1. Hugh Pickering, 262 Stanton st.  
2. Alice Hervey, 25 E. Houston st.  
3. Caroline Gerdes, 460 E. Houston st.  
4. Simon De Young, 288 Stanton st.  
5. Charles Houlbert, 55 Sheriff st.  
6. Henrietta Jacobs, 89 Columbia st.  
7. Josephine Napier, 252 Livingston st.  
8. Clara Abraham, 11 Columbia st.  
9. Richard Napier, 252 Livingston st.  
10. Maggie Beulah, 160 Suffolk st.  
11. Fanny Fischer, 117 Columbia st.  
12. Minnie Scheur, 226 E. Houston st.  
13. Willie Nore, 97 Sheriff st.  
14. Augustus Markus, 89 Columbia st.  
15. Emma Hunter, 84 Columbia st.  
16. John Bethre, 55 Sheriff st.  
17. Daniel Lynch, 284 2d st.  
18. Amelia Mynard, 114 Columbia st.  
19. Emma Schaffer, 52 Sheriff st.  
20. Henry Sengul, 117 Columbia st.  
21. Louis Cook, 55 Stanton st.  
22. Sarah Seftenberg, 390 E. Houston st.  
23. Maggie Schaffer, 37 Willist st.

GRAMMAR SCHOOL No. 26.  
MALE DEPARTMENT.  
Class A. Walter Sandford, 2 Morris row.  
B. Elbert F. Dearborn, 201 w. 36th st.  
C. Patrick H. Sullivan, 391 7th ave.  
D. William D. Eison, 348 w. 89th st.  
E. John Becker, 560 7th ave.  
F. Edward M. Riley, 118 w. 29th st.  
G. Henry Ackerman, 365 w. 30th st.  
H. G. Walter Foster, 578 9th ave.

GRAMMAR SCHOOL No. 29.  
MALE DEPARTMENT.  
Class 1. John T. O'Keefe, 107 Washington st.  
1. T. A. Fitzmaurice, 16 Morris st.  
2. J. D. O'Connor, 15 Albany st.  
3. J. L. Loran, 15 Albany st.  
4. Garrett Hendricks, 21 Greenwich st.  
5. Kelle Curran, 128 West st.  
6. Ed. Gerber, 95 Greenwich st.  
7. Peter Dine, 95 Greenwich st.  
8. Patrick Howard, 113 Washington st.  
9. Jerry Connors, 4 Greenwich st.  
10. Willie Clark, 30 Pine st.

4. Willie O'Connor, 14 Washington st.  
5. Ed. O'Hara, 4 Pine st.  
6. Courtney Page, 127 1/2 Washington st.  
7. Michael O'Connell, 1 Bridge st.  
8. John Kane, 13 Morris st.  
9. Thos. J. Cherry, 94 Greenwich st.  
10. James Bennett, 77 Washington st.  
11. George Struss, 7 West st.  
12. David Cohen, 4 Morris st.  
13. Charles Blach, 63 Greenwich st.  
14. Richard Birmingham, 34 Thames st.  
15. William Lambrecht, 35 New st.  
16. John Fischer, 20 Thames st.

FEMALE DEPARTMENT.  
Class A. Mary E. Neely, 236 Greenwich st.  
1. Annie E. Powers, 9 Albany st.  
2. Annie J. Fitzmaurice, 15 Morris st.  
3. Annie Sullivan, 89 Greenwich st.  
4. Bertha Swartz, 129 Cedar st.  
5. Bertha Seaman, 124 Pearl st.  
6. Dorenda Meakin, 107 Washington st.  
7. Annie Donohue, 21 West st.  
8. Mary A. Fogarty, 2 Bridge st.  
9. C. Mary Shults, 115 Greenwich st.  
10. Eva Knehl, 112 Greenwich st.  
11. Mary A. Fogarty, 2 Bridge st.  
12. Della O'Hearn, 136 Greenwich st.  
13. Annie Kahra, 95 Broad st.  
14. Dora Schmidt, 112 Greenwich st.  
15. Jane Lambrecht, 22 New st.  
16. F. Annie Jeannette, 125 Greenwich st.  
17. Mary A. Fogarty, 2 Bridge st.  
18. F. Anna Hay, 127 Washington st.

PRIMARY DEPARTMENT.  
Class 1. John Conery, 33 Greenwich st.  
1. Carrie Connelly, 7 Rector st.  
2. James Buncie, 4 Carlele st.  
3. Mary J. Fitzgerald, 53 Greenwich st.  
4. Thomas Caser, 85 Washington st.  
5. Frank Hotter, 30 Rector st.  
6. Charles Keittter, 53 Thames st.  
7. Emma Murphy, 51 Exchange pl.  
8. Willie Cunningham, 16 Greenwich st.  
9. Willie Fischer, 136 Greenwich st.  
10. Katie Wall, 101 Washington st.  
11. Mary Stripp, 161 Greenwich st.  
12. Patrick Louder, 95 Washington st.  
13. Mary Cherry, 94 Greenwich st.  
14. David Fitzgerald, 38 Greenwich st.  
15. Andrew Sullivan, 99 Greenwich st.  
16. Annie Condon, Carlele st.  
17. Nellie Fitzgerald, 53 Greenwich st.

GRAMMAR SCHOOL No. 32.  
PRIMARY DEPARTMENT—MALE.  
Class A. Eddie Claude, 429 w. 36th st.  
1. Ernest Koshi, 456 7th st.  
2. Herman Asher, 209 w. 77th st.  
3. James Smith, 310 w. 46th st.  
4. George Reed, 456 7th st.  
5. Richard Addy, 416 w. 36th st.  
6. Louis Weissel, 427 w. 27th st.  
7. Helen Carr, 416 w. 36th st.  
8. Charles Flohr, 369 w. 41st st.  
9. George Joseph, 325 w. 33d st.

FEMALE DEPARTMENT.  
Class A. Ella Mack, 364 10th ave.  
1. Mary Farrell, 169 w. 24th st.  
2. Annie Kelly, 249 w. 34th st.  
3. Annie Kahn, 317 77th st.  
4. Ada Redman, 426 w. 36th st.  
5. Kate Moore, 307 w. 35th st.  
6. Ellen Ferry, 426 w. 35th st.  
7. Lizzie Finn, 231 w. 35th st.  
8. Henrietta Housen, 426 w. 43d st.

GRAMMAR SCHOOL No. 35.  
PRIMARY DEPARTMENT.  
Class A. Edward Fletcher, 8 Van Nest place.  
1. George W. Cohen, 33 Greenwich ave.  
2. Edward Levy, 319 E. 12th st.  
3. George Hamer, 430 w. 17th st.  
4. John Keyser, 169 w. 24th st.  
5. Arthur Christy, 125 Avenue B.  
6. Rodrie Seffels, 128 Clinton place.  
7. Leonard Bradley, 75 E. 16th st.  
8. Charles Benedict, 108 Perry st.  
9. Charles Tallman, 624 5th ave.  
10. Chandler Withington, 43 w. 13d st.  
11. George Price, 25 Christopher st.  
12. Francis Mahlah, 32 w. 15th st.  
13. Algeon Myers, 244 w. 15th st.  
14. Mortimer Strassburger, 62 w. 54th st.  
15. Anson Donalson, 29 Greenwich ave.  
16. Garrett Harrison, 11 Van Nest place.  
17. Walter Day, 23 w. 15th st.  
18. Frank Braman, 229 w. 4th st.  
19. Lewis Kohn, 32 Greenwich ave.

GRAMMAR SCHOOL No. 36.  
MALE DEPARTMENT.  
Class 1. Bernard Schultz, 632 E. 11th st.  
1. Frederick W. Barry, 183 Avenue B.  
2. James H. Gifford, 210 Avenue A.  
3. David Rosewald, 645 E. 9th st.  
4. Henry Heckler, 543 E. 9th st.  
5. John H. Martin, 247 7th st.  
6. Wm. Kraft, 247 7th st.  
7. Robert Schuler, 247 E. 14th st.  
8. Wm. H. Podenstein, 317 Avenue B.  
9. Willie Rittiger, 310 E. 17th st.  
10. Frederic Apple, 225 Avenue B.  
11. Charles P. Foy, 609 E. 13th st.  
12. Richard B. Connolly, 490 E. 10th st.  
13. Thomas H. Alexander, 725 E. 9th st.  
14. John Oscar Baker, 251 E. 14th st.  
15. Wm. J. Trummer, 41 Avenue D.  
16. Moses D. Monard, 181 7th st.  
17. James S. Dunn, 701 E. 9th st.

GRAMMAR SCHOOL No. 38.  
MALE DEPARTMENT.  
Class 1. Abraham Kitzinger, 97 Thompson st.  
1. Theodore Brunnar, 60 Vandam st.  
2. Walter Freeland, 322 Greenwich st.  
3. Henry Luft, 47 Downing st.  
4. Jeremiah Hurley, 1 Deaneville st.  
5. George Denting, 26 Reuwick st.  
6. Harry E. Smith, 31 Vandam st.  
7. George H. Van Dreele, 104 Charleston st.  
8. Henry Holt, 323 w. Houston st.  
9. John H. Plink, 131 Spring st.  
10. Thomas J. Bodmann, 54 W. 4th st.  
11. Henry Schaefer, 308 Hudson st.  
12. Charles Hitt, 208 w. Houston st.  
13. John Meyer, 24 Vandam st.  
14. John Ford, 328 Spring st.  
15. William Ewanger, 75 E. 5th ave.  
16. John Larkin, 221 West st.  
17. Charles Rohrbacher, 170 West st.  
18. Eugene Shea, 80 Charleston st.

GRAMMAR SCHOOL No. 45.  
MALE DEPARTMENT.  
Class 1. Emma F. Stratton, 227 E. 125th st.  
1. Carrie Hildner, Broadway bt. 129th and 130th st.  
2. Carl M. Tyler, 107th st. near 8th ave.  
3. Annie A. Johnson, 107th st. near 8th ave.  
4. Evelyn Hicks, 101st st. and 11th ave.  
5. William Linn, 125th st. bt. 7th and 8th ave.  
6. Conrad Beuerman, 117th st. and 7th ave.  
7. Adam Kleinfield, 124th st. and 8th ave.

GRAMMAR SCHOOL No. 48.  
MALE DEPARTMENT.  
Class A. Barbara Ray, 250 w. 29th st.  
1. Nora Burnstone, 115 w. 77th st.  
2. Annie Blazey, 119 West st.  
3. Jennie Smith, 111 w. 41st st.  
4. Bella Donaldson, 852 6th ave.  
5. Clara Miller, 523 6th ave.  
6. Jennie Dyer, 317 6th ave.  
7. Sarah Farrell, 519 w. 29th st.  
8. Annie Hildner, 119 w. 41st st.  
9. Maggie McCullum, 142 w. 29th st.  
10. Emma Varney, 251 w. 29th st.  
11. Anna Giffin, 631 6th ave.  
12. Maggie Bradley, 159 w. 29th st.  
13. Elsie Thompson, 127 w. 21st st.  
14. Florence Scott, 225 w. 26th st.  
15. Nellie Rezer, 394 6th ave.  
16. Margaret Giffin, 631 6th ave.  
17. Mary Callaghan, 452 7th ave.  
18. Tonita Castellanoe, 326 w. 71st st.  
19. Theresa Fox, 311 6th ave.  
20. Julia Kelly, 3 w. 29th st.  
21. Katie Kagle, 339 6th ave.  
22. Matilda Fries, 469 8th ave.

GRAMMAR SCHOOL No. 49.  
PRIMARY DEPARTMENT.  
Class A. Mary T. Ford, 230 w. 3rd st.  
1. Ellen Tulio, 250 w. 30th st.  
2. Kate Garrison, 294 w. 25d st.  
3. Adelaide Johns, 254 w. 25d st.  
4. Lizzie Keegan, 299 w. 21st st.  
5. Susan Spohrer, 9 Pacific place.  
6. Clara Scrutstein, 125 w. 30th st.  
7. Amelia Garnde, 333 w. 30th st.

4. Louisa Smith, 152 w. 29th st.  
5. Louisa Macchman, 133 Broadway  
6. Maggie McCreary, 122 w. 55th st.  
7. Annie Stump, 150 w. 32d st.  
8. Mary Schewert, 104 23d st.  
9. Isabelle E. McInnough, 420 6th ave.  
10. Eugene Hartung, 135 w. 26th st.  
11. Abbie Eastman, 303 7th ave.  
12. Josephine Daring, 125 w. 41st st.  
13. Mary E. Sullivan, 150 w. 32d st.  
14. Kate Moore, 201 w. 26th st.  
15. Eva Drummond, 202 5th ave.  
16. Sarah Wood, 213 w. 26th st.  
17. Anjelica Castellano, 236 w. 26th st.  
18. Julianne Lasee, 323 7th ave.

GRAMMAR SCHOOL No. 51.  
PRIMARY DEPARTMENT.  
Class A. Mary J. McCarthy, 38 ave. bet. 79th and 80th st.  
1. Sarah Kelly, 105 E. 84th st.  
2. Frederick Morgan, 240 E. 74th st.  
3. William Bowen, 408 E. 70th st.  
4. Susie Bohmkamp, bet. 61st and 63d sts. and 2d ave.  
5. Solomon Lichtenstein, 204 E. 79th st.  
6. Teresa Mosham, 61st st. and 3d ave.  
7. Valentine Rodell, 1425 2d ave.  
8. Lucy Goldsmith, 225 E. 80th st.  
9. Reuben Swimmer, H. O. A.  
10. Alice Timman, 1423 1st ave.  
11. Samuel Helin, H. O. A.  
12. Sarah Cornish, 1397 3d ave.  
13. John Montura, 1790 3d ave.  
14. William Sauerwein, 70th st. near 8th ave.

GRAMMAR SCHOOL No. 52.  
FEMALE DEPARTMENT.  
[No. of School not given.]  
Julia Healy, 291 7th ave.  
Ellen J. Kirk, 277 9th ave.  
Maggie Hughes, 410 27th st.  
Hattie Saunders, 412 27th st.  
Lizzie Lloyd, 429 7th ave.  
Lizzie Murphy, 426 4th st.  
Emma Conley, 241 25th st.  
Sarah Sullivan, 247 27th st.  
Theresa Sullivan, 424 28th st.  
Mary Stanton, 435 27th st.  
Alice Herriot, 337 16th ave.  
Kate Friedgen, 461 27th st.  
Emily Freycaen, 461 27th st.  
Anna Brady, 247 28th st.  
Alice O'Reilly, 435 28th st.

PRIMARY SCHOOL No. 2.  
Class 1. Katie Warren, 162 Mott st.  
1. Averia Rosenheim, 15 Centre st.  
2. Isaac Abrams, 72 Mulberry st.  
3. David Waxman, 52 Baxter st.  
4. Nellie Griffin, 70 Baxter st.  
5. Sarah Simons, 7 Baxter st.  
6. Harrie Blume, 43 Baxter st.  
7. Michael Hogen, 39 Baxter st.  
8. Frank Williams, 33 Baxter st.  
9. Owen McCann, 43 Mulberry st.  
10. Sarah Blume, 43 Baxter st.  
11. Fanny Cohen, 37 Bayard st.  
12. Mary Brennan, 49 Baxter st.  
13. Flora Freedland, 33 Bayard st.  
14. Fanny Greenstein, 74 Baxter st.  
15. Morris Warren, 162 Mott st.  
16. Willie Giffin, 39 Baxter st.  
17. Jeremiah Collins, 82 Baxter st.  
18. Mary A. Shen, 82 Baxter st.  
19. Katie Sullivan, 31 Park st.  
20. Fannie Frank, 13 Baxter st.  
21. Lizzie Lippman, 27 Mulberry st.  
22. George Cohen, 32 W. 14th st.  
23. Hiram Levi, 36 Baxter st.

PRIMARY SCHOOL No. 31.  
FEMALE DEPARTMENT.  
Class 1. Annie Bahr, 160 7th st.  
1. Frances Brunet, 127 Clinton st.  
2. Maggie Brunet, 127 Clinton st.  
3. Julia Jacobs, 304 3d st.  
4. Mary Bahr, 160 7th st.  
5. Ella McCullough, 311 6th st.  
6. Lizzie McCallough, 311 6th st.  
7. Millie Black, 233 2d st.  
8. Sarah Rice, 303 Houston st.  
9. Katie Gaskin, 25 Avenue C.  
10. Dora Fredericks, 244 3d st.  
11. Anna Fredericks, 244 3d st.  
12. Mary Miller, 202 3d st.  
13. Katie Peters, 227 6th st.  
14. Magdaline Kieren, 277 2d st.

MALE DEPARTMENT.  
Class 1. William Volker, 4 Manhattan st.  
2. Charles Nelson, 156 Livingston st.  
3. Robert Lear, 201 Stanton st.  
4. Freddie Hayne, 4 Avenue C.  
5. Samuel Levit, 100 Columbia st.  
6. Freddie Kohn, 119 Willett st.  
7. Ferdinand Richter, 24 Avenue D.  
8. Charles Fried, 108 Columbia st.  
9. Goldrey Haas, 210 2d st.  
10. Eddie Carpenter, 274 4th st.  
11. Eddie Albrecht, 254 2d st.  
12. Julius Mandelbaum, 23 Avenue C.  
13. Jacob Mandelbaum, 23 Avenue C.  
14. Henry Barth, 230 2d st.  
15. George Sand, 119 Willett st.  
16. Charlie Gileson, 115 Columbia st.  
17. George Hoch, 273 2d st.  
18. Freddie Fahnor, 266 2d st.

COLORED SCHOOL No. 2.  
PRIMARY DEPARTMENT.  
Class 1. Justina Williams, 91 Liberty st.  
1. James Berling, 220 E. 8th ave.  
2. Carrie Morris, 335 Broome st.  
3. Mary J. Thompson, 32 E. 8th ave.  
4. George Smith, 521 Broome st.

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## SPECIAL NOTICES.

## New School Books, Just Published.

## Swinton's Word Analysis.

A Word Analysis of English derivative words, with practical exercises in spelling, analyzing, defining, synonyms, and the use of words. By W. SWINTON, A. D., Professor of the English Language, University of California, and author of "Condensed History of United States," &c. 128 pages. Price for examination, 25 cents.

The prominent points of this book are:  
1. The clear and simple method of word analysis and definition.  
2. The practical exercises in spelling, defining and the use of words in actual composition.  
3. The adaptation of the manual, by its progressive character, to the needs of the several grades of public and private schools.

## Cathcart's Youth's Speaker.

Selections in prose, poetry and dialogue, suited to the capacities of youth and intended for the exhibition day requirements of common schools and academies; with many new and original pieces. By GEORGE R. CATHCART, A. M. 180 pages; Cloth. Price for examination, 75 cents.

The prominent points of this book are:  
1. The selections are suitable to the exhibition day requirements of common schools and academies.  
2. They are adapted to the understanding of the younger pupils.  
3. As far as practicable, only pieces that are fresh or that have not heretofore been used in a book of this kind are presented.

## Robinson's Examples.

Arithmetical Examples, Mental and Written; with numerous tables of numbers, weights, measures, &c., designed for review and test exercises. By D. W. PINE, A. M. Cloth; 282 pages. Price for examination, 75 cents.

This work covers the whole ground of arithmetic and can be used in connection with any series or other text-book on the subject.  
Single copies of any of the above, if required for examination with a view of introduction, will be forwarded by mail on receipt of appended price.

WILSON, HARRISON, TAYLOR & CO., Publishers.  
Nos. 126 and 146 Grand street, New York.  
No. 772 West Randolph street, Chicago.

**Sealed Proposals will be received** by the School Trustees of the Nineteenth Ward, at the office of the Clerk of the Department of Public Instruction, corner of Grand and Elm streets, until Wednesday, the 6th day of March, 1873, and until 10 o'clock P. M. on said day, for the desks, seats, and other furniture required for the Grammar School No. 25, on Fifth street, near Third avenue.

Proposals will also be received at the same time and place for the "Steam Heating Apparatus" required for said school.  
Specifications may be seen at the office of the Superintendent of Buildings and Repairs, No. 146 Grand street, third floor.

Two responsible and approved sureties will be required from the successful bidder. Proposals will not be considered unless sureties are named.  
The Trustees reserve the right to reject any or all of the proposals offered.

PETER EWALD,  
TIMOTHY DALY,  
JOHN BURLINSON,  
ROBERT MCCAFFERTY,  
THOMAS PEARSON,  
Board of School Trustees,  
Nineteenth Ward.

Dated February 21, 1873.

**Sealed Proposals will be received** by the School Trustees of the Seventeenth Ward, at the office of the Clerk of the Department of Public Instruction, corner of Grand and Elm streets, until Wednesday, the 26th day of March, 1873, and until 10 o'clock P. M. on said day, for the desks, seats, and other furniture required for Grammar School No. 25, on Fifth street, near First avenue.

Proposals will also be received at the same time and place, for the "Steam Heating Apparatus" required for said school.  
Specifications may be seen at the office of the Superintendent of Buildings and Repairs, 146 Grand street, third floor.

Two responsible and approved sureties will be required from the successful bidder. Proposals will not be considered unless sureties are named.  
The Trustees reserve the right to reject any or all of the proposals offered.

STEPHEN TERRY,  
WM. FISCHER,  
JOHN BYRNES,  
CHARLES KIRK,  
RICHARD V. HARNETT,  
Board of Trustees, Seventeenth Ward.

Dated March 6, 1873.

**S. S. Packard, at his Business College**, 885 Broadway, qualifies young men for first-class positions by instructing in sound business education. The rooms are the most elegant, spacious and airy of any apartments in the city, and all the classes are under the care of thorough teachers. Call and see for yourself or send for circular.

**Post Office Notice.**—The Mails for Europe during the week ending Saturday, March 10, 1873, will close at this office on Wednesday at 5 1/2 A. M., on Thursday at 11 A. M., and on Saturday at 7 A. M.  
F. H. JONES, Postmaster.

## OUR LETTER-BOX.

**SQUIRE.**—Please call at this office at your earliest convenience.

**ADLER.**—"A Flea for More Salary" is not up to the mark. It would be full up to that point, however, if the rhyme were as good as the reason. Try again.

**SMALL BOY.**—We doubt whether the police have any power to interfere with your rolling a hoop, spinning a top or shooting marbles on the sidewalk, but you have no right to obstruct the sidewalks, and your parents are liable for any damage you may do on passers by.

## The Library.

OLIVER DITSON & Co., of Boston, have issued a small music book, entitled "The Golden Robin," for the use of juvenile classes, public schools and seminaries. The book is the work of W. O. Perkins, author of "The Nightingale," "Sabbath School Trumpet," &c.

THE EDUCATIONAL YEAR BOOK FOR 1873, published by A. S. Barnes & Co., contains information of the utmost value to teachers, school officers and all who take an interest in educational matters. It gives the school laws of every State and Territory, school statistics of this and other countries, and a summary of public school operations, together with a variety of forms used by teachers and school officers. Price in cloth \$1.25, and in paper 75 cents.

BIBLIOPOLE.—Henry K. Van Sicken, of 133 Nassau street, is an extensive dealer in secular and religious books. Before purchasing elsewhere call on him or send for his catalogue of books.

A shrewd little fellow was intrusted to the care of his uncle, who fed the boy very poorly. One day he happened to see a greyhound, whereupon he asked the little fellow if he knew what made the dog so poor. The reply was, "I expect he lives with his uncle."

## New York School Journal.

Office, 119 Nassau Street.

SUBSCRIPTION, \$2 50 per year, in advance.

GEORGE H. STOUT, Proprietors and  
JOHN D. COUGHLIN, Editors.

NEW YORK, MARCH 9, 1873.

For \$2.50 a year paid at this office the JOURNAL will be left at Subscribers' residences early every Saturday morning, or it may be bought for five cents per copy at any of the News Stands.

## A HORRIBLE DANGER.

"The circulation of obscene books and pictures has increased so alarmingly of late, especially among the school children of this city and Brooklyn, that stringent measures have become absolutely necessary to check the evil. It is a startling but too well established fact that no child who goes to a school of any kind in this vicinity, or even passes along the street with other children, is safe from the sly distributors of these pestilent publications."

Not always agreeing with the *Tribune*, on this point we heartily indorse it. We have reason to know the fact is not overstated. Anything more devilish than this trade we cannot conceive. It is directed to the ruin and moral death of our children, just when the growing passions are least under the control of the judgment.

It is transacted through the meanest and most contemptible of men, with whom Judas himself should not be associated. It is impossible to keep any moderation in words when speaking of this subject, for no words are equivalent to its utter baseness. Murder, theft or outrage may have some palliation, as they are directed to particular objects and injure but particular individuals. The insane woman who recently, in England, scattered wholesale death by poisoned candies would be a parallel only if she had been sane and had done it for mere money. We are glad a society has been formed for its suppression, since the unaided action of our officials has been useless. We hope it will be active and energetic, and we commend its purposes heartily to the parents of every as yet untainted child.

One further suggestion we venture to make looking to a change of the law.

We have perhaps wisely become too humane for the whipping-post in ordinary crimes. Some time ago in England, to check garroting, it was revived. To check this meaner crime, more terrible, we suggest the introduction of the lash. Physical suffering is almost the only terror that these wretches dread, and let it be given them in full measure.

A PUBLIC SCHOOL WALTHALLA.

The ancient Greeks and Romans preserved in storied marble what was great or glorious in their history. The famous Walthalla contains the triumphs of the skill of Thorwaldsen and other famous sculptors, typifying whatever of Teutonic and Scandinavian greatness was thought worthy of being perpetuated. Westminster Abbey and St. Paul's Cathedral are filled with mementoes of Britain's sons who have been recognized as having achieved greatness in science, art, war, statesmanship and literature, and in this city monuments have been erected to those who have been deemed worthy exponents of the leading ideas of the civilization of the present age.

Our citizens, however, have made an innovation—peculiarly American—by erecting statues to great men now living, or to those who have been chiefly celebrated as inventors or discoverers, or benefactors of the human race by promulgating or advocating successful schemes to advance the educational interests of the masses. The statues of Morse and Franklin, and the project to erect a statue to Horace Greeley, exemplify this tendency.

If ancient Greece and Rome, if Germany and Scandinavia, and if Great Britain have thought that all those who personified what was considered great and grand in their peculiar phases of civilization should be transmitted to posterity in marble or in bronze, we, of this imperial city of the Western Hemisphere, should not be backward in following the example thus set us, and should erect in our public places statues, monuments or mementoes that shall transmit to our posterity those who typify all that is great and glorious in the civilization of the nineteenth century.

It is the peculiar boast of our country that its institutions are based upon the educational facilities afforded to the masses;

and what could be more fitting than that this universally recognized feeling should find expression in some monument or memento that would not only encourage those who are educated in our public schools, but be a record for centuries to come of the progress made in popular education?

Why should not the Department of Public Instruction erect in Central Park a monument or structure of a fitting character, to commemorate the progress of free education in this great metropolis, where the public schools are the boast of our civilization and the grandest privilege ever accorded to youth since the world began?

What more fitting than that such a structure should be surmounted by a statue typical of the New York school-boy of the present generation, and that every year the name of the boy who acquires himself best in all departments of our City College, and of the girl who carries off the honors at the Normal College, should be properly perpetuated on marble or on bronze, as an incentive to the present and future pupils of our public schools?

Sooner or later, this feeling will find expression in some such way as we have indicated, and there could be no more fitting time than the present. Art, labor and treasure untold have been lavished from time immemorial to erect monuments commemorative of men and institutions that were disgraces to humanity, and why not erect something that would properly commemorate the institution and progress of the grand scheme for universal education, and, at the same time, give to each boy and girl in our public schools the possibility of having his or her name handed down to posterity as examples of the result attained by a liberal system of public educational institutions?

UNDER the present school law the respective powers and duties of the Board of Public Instruction and of the local Trustee Boards are not so clearly defined as they ought to be, but they are clear enough to enable one body to act as a check upon the other in all matters of vital importance. For instance, if the Board of Public Instruction should form a ring and resolve to put their friends in possession of every high salaried position in the Department, they would be foiled in their plan, because the present law gives the power of making all nominations to the local trustees, who are in every way independent of the commissioners. On the other hand, should the trustees form a ring for a similar purpose—and there are a sufficient number of cases already on record to justify us in believing that such things are of frequent occurrence—the same law provides a stumbling-block, by giving the power of confirming or rejecting all nominations to the School Commissioners.

Many a grievous wrong has been righted and many a valuable teacher has been saved to the Department by this law. The school law in the Committee of Seventy charter proposes to change all this. It provides that the School Commissioners shall appoint the Trustees, and that the former shall be numerous enough to enable every saloon-keeper with a target company at his back to elect himself a Commissioner. Should such a Commissioner appoint his bar-keeper Trustee, and then both proceed to give out the most lucrative places among their best customers, they would, no doubt, be acting in accordance with their natures, and would thereby build up a lucrative trade, but what would become of the free schools?

We desire to call special attention to two portions of the report of the proceedings in the Board of Public Instruction presented in this number. The first is a movement for the pensioning of deserving supernumerated teachers, a subject which demands and should receive attention at the hands of our people, and to which at a future day we shall again call attention.

The other matter is the presentation by fourteen Principals of smaller schools of their protest against the present inequality in the salaries of the Principals and Vice-Principals of the smaller and larger schools. The case is most admirably stated in this protest on their side, and deserves most careful attention. The trouble, in our view, is that the minimum salary is too low. We are not yet prepared to give up the idea that extra efficiency should be incited and rewarded by extra pay. The case presented by these teachers is that extra efficiency is not shown by increased numbers, and perhaps Commissioner

Wood's test of the average percentage of attendance is a better one. The subject is likely to receive some discussion at the next meeting of the Board, when the Committee on By-laws will present their report.

THE records of the Coroners of New York City for the year 1871 show a total of sudden deaths which reaches the imposing figure of 1,314. Some of the details are really startling. The deaths by accident, excluding drowning, number 799; of these 81 were killed on the railroad tracks. The steamer Westfield explosion killed 84. In the July Orange riot 53 were killed. The deaths by drowning were 179, not a few of which were presumable murders. The suicides numbered 108; infants found dead were 126; proved infanticides, 7; the homicides, recorded as such, numbered 43, and finally one man was hanged, and only one. In New York these figures startle no one. Nobody sees in them an argument in favor of building up schools and churches in our midst with a view of lessening the number of murders and suicides. But publish side by side with this that a school-master opened his school with a chapter from the Bible, and what excitement it occasions—how many good people it fires with a desire to see public schools leveled to the earth! If there were less cant and prejudice, and more of the spirit of true religion in this world of ours, this state of affairs would not exist.

PROFESSOR PLANTAMOUR has repudiated the terrible comet that was attributed to him, and the very silly people who made themselves ill at the prospect of being killed next August, may, if they think the world any the better for the efforts of such as they, get up from their beds and go about their daily business once more until they are again made ill by the sight of a single magpie or some such terrible omen. It is hopeless to expect to do anything with such people. The argument that if they are to be killed in August, they need not half kill themselves with fright meantime, and the noble example of the man who, taking his last drink on the way to Tyburn, blew off the froth from the beer "because it was unwholesome," are lost upon them. Or they should practice the philosophy of the Irishman who gave as his reason for not anticipating business troubles, that he couldn't see the advantage in killing himself to make a living.

THE last census shows that the foreign vote in this city exceeds the native by many thousands. Should the Septuagint Charter become a law it is therefore but fair to presume that a good working majority in the new Board of Public Instruction will be made up of men of foreign birth. Now, as three-fourths of the foreign voters here profess a religion whose earthly head is openly hostile to public schools, we may expect that the day is near when our enemies will fight our free school system from within instead of from without, as heretofore. This change will no doubt be very popular—with the champions of sectarian schools.

COMPULSORY education is no modern idea. We find in the history of Athens that the law obliged every Athenian to send his son to school, more than twenty-three hundred years ago. Boys were taught reading, writing and music; the verses of the poets, and the sayings of the wise men; the principles of the government, and the doctrines of the Greek religion, together with whatever of science and other matters the school-master knew. At eighteen they were drafted into a regiment, and sent to the wars for a campaign or two.

THE HON. HOOVER C. VAN VORST lectured on Wednesday evening before the workmen of the First Ward, at the free reading room, No. 207 Greenwich street, on "Ben Franklin."

"EDUCATION is the cheap defense of nations," said Edmund Burke. Judging from the salaries now paid to teachers, our rulers are determined to keep it cheap.

The Kansas Legislature is considering a bill for "Compulsory Education." The Governor and Superintendent of Public Instruction both favor it, and it is likely to pass. The Senate voted down a bill to banish the "rod" from the school-room; so Kansas teachers still have a right to use it if scarcity of timber does not prevent.

## Fox Populi.

## IS THIS SO?

MR. EDITOR: I have been looking over this wonderful machine we call society, and have concluded that neglect of duty and exemption from punishment depend upon the position held by the offender. To confine myself to our school system: A pupil only a minute late is made to atone for it by a long detention, while an occasional lateness of from five to twenty minutes on the part of the teacher of this same pupil is passed over unnoticed. It is true each teacher is supposed to give in the time of his arrival, which is duly recorded, and sent to the Board of Education. But who expects a culprit to criminate himself, and who would not suspect that a large part of those records are false. Are they false? Don't ask me; I have a situation to keep.

But it may be said that children are children, and that they have no right to be late, because—because—well, because it is asking too much of adults to require them to be as particular as children.

Leaving the pupils, go a step higher, and see how it is between principal and assistant. A record of the irregularities of each teacher is required to be kept and forwarded with the pay-roll, and oath made to the same by the principal. But how about the principal's record of himself. The assistants do have a sort of supervision over them to quicken their memories and help their consciences so that they can steal time by small installments only. Are the principals' irregularities thus entered on the record and sent to the Board. If not, why not. Does \$3,000 exempt one from that regularly required to earn \$400. Again, a class teacher is expected to give every moment of his time to his class duties during school hours. Does the principal hold himself to the same righteous law? Does he take upon himself the same burden he expects his teachers to carry? Are mere gossiping visitors as carefully excluded from his platform as from the classroom of his teachers?

And now one step higher. Do the City Superintendents subject themselves to the same great principles of justice, diligence and faithfulness that they require in their humblest subordinate. I do not know but that they do, yet I hope it may not be considered impudent in me, in just asking the question. But, Mr. Editor, I need not enlarge. The whole matter is expressed in these few words: Every intelligent being from Deity to his humblest child, is amenable to the same great principle, Justice irrespective of position. JOHN W. SAXON.

## THE BROOKLYN MERIT ROLL.

EDITORS OF THE SCHOOL JOURNAL: I have been a reader of your paper for the last eight months, and I have seen but very few names from this city in the "Roll of Merit." Is it because your paper is the NEW YORK SCHOOL JOURNAL, that you will not put the Brooklyn merit roll in it? or is it because the Brooklyn principals will not send in their names? I should very much like to see the merit rolls of Public Schools Nos. 1, 2, 15, 25 and 27 (considered the best schools) in your paper. Hoping soon to see Brooklyn names in it, I remain, A BROOKLYNITE.

[The names were not published because they were not sent by the principals. If the Brooklyn principals will send them we will be but too happy to give them an honorable place among the good boys and girls of our city.—Ed.]

## A WORD FOR THE LITTLE ONES.

MR. EDITOR: The little ones of the city are ambitious of achieving the honor which you have provided for them in the columns of your valuable paper. Some of them around here have worked hard for it, and succeeded in reaching the head of their classes; but, to their great disappointment, no report has appeared from the Female Department of Grammar School No. 53 for ever so long.

Half a dozen little young ladies request me to tell the editor that they think it very unfair, and they hope they will not be forgotten, even though they live so far up town.

Respectfully yours,  
A CONSTANT READER.

## THE HUB SPEAKS.

BOSTON, MARCH 5, 1873.

EDITORS N. Y. SCHOOL JOURNAL: YOUR NEW YORK SCHOOL JOURNAL came to hand yesterday through the politeness of Mr. S. S. Packard (I know it is not customary or common to address the editors and proprietors of a journal as I do you, but trust you will excuse in this case), and upon reading carefully and examining closely I must admit, and do so most willingly, that it is the best paper of the kind and purpose that ever came to my notice. I have been a teacher for many years and have always desired to see such a publication as the NEW YORK JOURNAL become a successful and extensively circulated paper, and you may consider the subscriber a Boston friend if you please.

I desire my teachers to see it regularly, and if you will send me a few sample copies I will see what I can do toward sending you some subscriptions from the "Hub." The Massachusetts Teachers' Association have their headquarters in our building, and if I should place one of your papers where it would come before them I think it would be no disadvantage to your interests. Yours truly,  
H. E. HIBBARD, Principal.



## News from the Schools.

**THE NEW NORMAL COLLEGE.**—The ceremony of laying the corner-stone of the new Normal College for girls has been postponed to March 19. The new building will occupy an entire block, extending 135 feet on Fourth avenue and 295 feet on Sixth-street (the rear being on Lexington avenue), and in general appearance will resemble the New York University. Three hundred thousand dollars has been appropriated to cover the cost of erection, and the building will be completed in a year.

Last Saturday afternoon, several young ladies of the Normal College and of Twelfth street school, gave a delightful entertainment, consisting of charades, music and other interesting performances. The charade entitled "Garibaldi" was splendidly executed by Miss Gertrude Mass, Miss Sarah Schwartz, Miss Ella Lightstone, Miss Annie Waitzfelder and Miss Minnie Rogers. There was quite a number of persons present, all of whom seemed well pleased with the acting of the young ladies. The managers were several young gentlemen from Thirteenth street school, Mr. Ben and Noah Schwartz, Mr. David Mass and Mr. J. Fatmann. After the performance the young folks joined in the dance, while the older ones left. The affair concluded with a most sumptuous collation, after which the young ladies, at about 8 o'clock p. m., left, well satisfied with their entertainment.

Mr. B. D. L. Southerland, the courtly Principal of Grammar School No. 3, has organized "Parlor Writing Classes," where, in practical business penmanship and commercial arithmetic are thoroughly taught. The lessons are strictly private.

Mr. Davenport, the Auditor of the Board of Public Instruction, who has been lately confined to his house with a severe illness, is once more at his post, we are glad to state.

**THE BROOKLYN BOARD OF EDUCATION**, at its monthly meeting yesterday, received a petition from the lady principals of the public schools, asking for an increase of salary. They are now paid \$1,000 annually. The matter was referred to the Teachers' and Finance Committees. The Rev. Moses S. Manning, a colored Methodist preacher residing in the Eastern District, presented a petition to the Board, asking for the use of School-house No. 9, in Union avenue, for religious purposes. The building, owned by his congregation was burned during the riot in 1865. The petition was laid on the table. J. W. Bulkley, City Superintendent of Schools, presented a plan for an annual written examination in June of pupils who are candidates for graduation honors. The Finance Committee reported that it had paid during February bills amounting to \$8,349.95. The Committees on Teachers and Finance, to whom had been referred the petition of the principals of the Grammar Departments for an increase of salary, recommended that principals having, on Feb. 1, in their departments an average attendance of 350 pupils, shall receive \$2,400, and for each subsequent year an increase of \$150 until the salary of \$3,000 shall be reached. The report was adopted.

## COLLEGE NOTES.

—President Webb has, we are sorry to state, not been well lately. He has gone South for a short time to recuperate.

—All the students of the institution who desire it are to learn phonography hereafter.

—Last night was the joint meeting of both societies. It was, of course, a success. An account of it will appear in our next.

—We think it out of place in a literary society of young men to debate questions of a political nature. We hope such practices will cease, so that we can without hesitation publish their weekly bulletins," says a correspondent.

## EDUCATION ELSEWHERE.

## VIRGINIA.

We are glad to learn that the present Legislature of this State contains a much greater number of pronounced advocates of the public school system than the last. Nothing has yet occurred which indicates any change of policy on the part of the general government, in regard to the school system. The superintendent announces his intention of requiring hereafter a stricter adherence to the details of the law. Hitherto great leniency has been shown toward all faults and failings. This was justifiable in the beginning of a system so extensive and detailed; but circumstances seem to show that this spirit of indulgence has been misunderstood. The most positive requirements of law have been neglected in some places, and very imperfectly carried out in others. Slight difficulties or complaints among the people, or want of energy on the part of certain officers, are made the apology for disregarding the law. The central authorities will not permit this to continue.

## WISCONSIN.

At the late State Teachers' Association it was resolved, "That the interests of education do not require a State law, at this time, providing for compulsory attendance of children upon schools."

## MINNESOTA.

We learn from the printed regulations of the State Normal School, that

when a student is admitted to the school, if he leaves before the end of a term without the consent of the Principal, he is reported as expelled. The use of tobacco, in all its forms, is prohibited under penalty of expulsion. The school is regarded as a training school for teachers, and not as a reform school. Hence, students not disposed to submit cheerfully to wholesome regulations are expected to find another stopping place. Some of the rules seem to be adapted to boys and girls, rather than to lady and gentlemen teachers, e. g., "You will, under no circumstances, climb the fences or enter the yards or gardens of citizens without their express permission."

## KANSAS.

Woman's Rights are at par in Kansas. They have lady-clerks in the Legislature, little girls as pages, a lady Assistant-Superintendent of Public Instruction, lady postmasters, lady telegraph operators, and sixteen hundred and twenty-five lady teachers.

## MASSACHUSETTS.

The Boston School Committee has refused to prohibit corporal punishment in the schools of that city. The best teachers are said to testify that it is not often necessary, and the right to inflict it is seldom abused.

Salem Towne, the spelling-book man, died recently in Charlton, Mass., at the age of ninety-two years. Besides his fame as a maker of readers and spelling books, he served with distinction in the war of 1812, and was also a member of the State Legislature during several terms.

## FOREIGN NOTES.

One of the most important contests that have arisen under the working of the Education Act in England took place in Liverpool on the 31st of January last, on the occasion of an election to fill a vacancy on the School Board. This Board, which is one of the earliest constituted, was originally selected by compromise, which resulted in members of various denominations being chosen without the turmoil and expense of a contest. One of the members then elected died recently, and it was to supply his place that the struggle was entered upon. There had been three candidates, but one retired, and of the remaining two Mr. Laurence Baily, a commercial gentleman, was supported by the churchmen and Roman Catholics, Dr. Gross, the Roman Catholic Bishop, going so far as to preach electioneering sermons in his behalf. The other candidate, Dr. Verner M. White, an Irish Presbyterian clergyman, represented the Orangemen and dissenters, who object to the present policy of the endowment of Roman Catholic as well as Protestant schools. The affair created great excitement, and the town had all the appearance of being in the throes of a parliamentary election. There were polling booths in each of the sixteen wards, and the 58,000 voters were not only deluged with voting papers, but coaxed and bullied all day long by troops of eager canvassers, who drove about in hundreds of cabs, reckless of expense. Indeed, it was stated on good authority, that the cost of this contest will be greater than all the money spent in Liverpool on education during the last two years. At the close of the poll, Dr. White was returned by a large majority.

**A NEW SCHOOL FEATURE.**—In Denmark children may attend school one part of the day, and work the other part. A school-house in Copenhagen is furnished for a thousand children; one session is held in the morning, a thousand attending; in the afternoon a second thousand attend, both schools being under the same general management. This system secures a happy union of bodily and mental exercise. It is profitable whether considered in an intellectual, moral or pecuniary point of view, and is based on sound principles. Experience proves a few hours of mental labor better for the educational progress of the student than a whole day of forced application to books, as was the custom in early times.

## ROMAN LITERAL NUMERATION.

BY W. D. HENKLE.

The following article was prepared at the request of Mr. Bell, editor of the *Indiana School Journal*. The origin of the Roman Literal Numeration has often been the subject of conjecture. Because C is the first letter of the Latin word CENTVM, a hundred, and M is the first letter of the Latin word MILLE, a thousand, the query has arisen why V was not used to represent one, Q five, and D ten, the Latin words for one, five and ten being VNVVS (unus) QVINQVE, and DECEM. Priscian, a distinguished Roman grammarian, who taught grammar about 395 A. D. at Constantinople, has left an explanation why the seven letters, I, V, X, L, C, D and M are used to represent one, five, ten, fifty, hundred and thousand. He says that I was borrowed from the Athenians, who considered it the principal letter in the Greek word MIA, one, M being mute; that V was used to represent five, because it is the fifth of the vowels, A, E, I, O, V (this character being used for both the consonant V and the vowel U); that X was used to represent ten, because it was the tenth consonant and followed V; that L was used to represent fifty, because it was sometimes interchanged with N, which as a small letter represented fifty among the Greeks; that C was used to represent a hundred because it is the first letter of CENTVM, a hundred; that D was used to represent five hundred, because it is the next letter after C; and that M rounded off at the ends to distinguish it from X, represented one thousand, because it was borrowed from the Greek letter X, the first in the Greek word XIAIA, thousand.

This explanation is rather far fetched,

much more so than that given in Pike's octavo Arithmetic, p. 30, 4th edition, Troy, New York, 1839, in which he asserts that "The practice of counting the fingers doubtless originated the method of Notation by Roman Letters. The letter I was taken for one finger, one; and hence II for two; III for three; IIII for four; and V, as representing the opening between the thumb and fore-finger, and being also an easier combination of the marks for the fingers, was taken for five." The next two sentences are too ridiculous to quote. He then goes on to say: "Ten was expressed by X, because it is two V's united, and twice five is ten. Fifty was expressed by L, because it is half of C, or D, as it was anciently written, and C is the initial of the Latin centum, one hundred."

The conclusion of the matter is that the original Roman numeral characters were not at first letters at all, but that they were arbitrary characters which, in course of time, were supplanted by letters that had a more or less close resemblance to them. The character that preceded I was no doubt a straight stroke, possibly the one that preceded X was a cross denoting a tenally, the upper half of which would give a character resembling V. It ten were represented by two crossing strokes, it is not difficult to see that three strokes, f, might have been chosen for one hundred, half of which would resemble L, and the corners of which being rounded, would produce a character resembling C. I know no satisfactory conjecture why a character resembling M should have stood for one thousand. The Romans generally used CIIQ or one thousand, and it is very easy to see how I might be changed into D. In conclusion, I ought to say that it is most probably a mere accident that the Roman letters used for one hundred and thousand are also the initials of the Latin words for one hundred and thousand.

## GENERAL INFORMATION.

—A curious fact illustrating the power of self-interest was exhibited this week in our courts. A watch company, pretending to have been injured by the Great Geneva Watch Company's sale, obtained a temporary injunction restraining the sale of watches alleged to have been manufactured by them, but it appears that at the same time several watch companies had privately asked the Geneva Company to accept an invoice of their surplus stock and sell it as part of the Geneva bankrupt sale. Of course the injunction will be dissolved and the right of the public to buy good watches at low rates will be legally recognized. The sale of the Geneva Company is at 763 Broadway.

—The American Conservatory of Music is one of the most prominent and oldest music schools in this city, under the direction of Professor Henry Schroeder, the able and thorough musician. Mr. Schroeder intends to commence, about the beginning of April, a course of instruction in piano, singing and harmony, especially designed for the teachers in public schools, who desire to improve their knowledge of music at moderate terms. He will be assisted by the well-known artists and experienced instructors (teachers of the Conservatory), Herr Charles Fradel, Mons. Henry Maylath, Sig. D. Morisone and Madame de Barry. Application can be made at any time during this month at the office, 211 Fourth avenue, where also further particulars will be given as to terms, etc.

—Wm. Arnold & Co., of 781 Broadway, opposite A. T. Stewart's, have a fine assortment of shoes, gaiters, &c. French and Spanish a specialty. School teachers and scholars will find it to their advantage to purchase shoes at this emporium.

—Blake & Bond's advertisement in another column contains some valuable information for families. By it we learn that for ten dollars in cash you can get a new sewing-machine, and can have work furnished to pay for the balance.

—Those of our readers who are about to purchase or rent a piano would do well to call at Horace Waters'.

—The publishing house of A. S. Barnes & Co. publishes more text-books than any other house in the United States.

**WHY EVERY LADY CAN HAVE A SEWING MACHINE.**—I cannot afford to buy a sewing machine," is a very common remark; but we never heard it said, "I do not want one." Those who call at 43 Bleecker street, between Broadway and Bowery, will be furnished by the New York Machine Stitching Company with a first-class sewing machine on monthly installments of from \$5 to \$10 per month, payable in work at home, or in cash payments, or part cash and part work. Cash will be paid to the operator at the end of each month for all money earned above the regular monthly installments. Instructions free.

**BEWARE OF COUNTERFEITS.**—Use Brumwell's celebrated Cough Drops. The genuine have A. H. B. on each drop. General depot, 410 Grand street, New York.

—Drunkennes and opium eating. Dr. Boers, 107 Fourth avenue, New York, has permanent and painless cure for both. Thousands cured. Send stamp for exclusive evidence.

—Maire's Gymnasium, 20 St. Mark's place (Eighth street). Special attention of teachers and scholars is called to physical culture. Terms, three months, \$13. Liberal inducements made to clubs of six or more.

—Dr. Colton originated the laughing gas for painless tooth-extraction, makes the gas fresh every day, and performs just what is promised. Come to headquarters, 19 Cooper Institute.

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is now in operation, and you are cordially invited to call and examine it at

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The attention of TEACHERS and SCHOOL OFFICERS is especially called to this new and scientific system of physical culture, which is cordially commended by the Medical Profession. Special rates for Teachers.

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Cures without the use of Acids, Caustics or any injurious preparations. Corns, Bunions, In-growing Nails, Inflamed Joints, and all affections of the Feet, without the slightest pain.

## THE GENEVA WATCH COMPANY.

More Important News from Europe.

The Great Geneva Watch Company

telegraphed to their American Agents to dispose of another

\$1,000,000 WORTH OF WATCHES

At even LESS PRICES than those already sold by their agents. The sacrifice of those goods has created great dissatisfaction among the jewellers of this city. They made a weak attempt in court to restrain the agents of the Great Geneva Watch Company from disposing of the American and other watches so far below the regular jewellers' prices. The agents of the

**GENEVA WATCH COMPANY**

a few days since exchanged a portion of their watches for American and other watches, manufactured in this country. Their object in so doing was to have a complete assortment of

**Gold & Silver Watches**

that would SURPASS ANY HOUSE IN AMERICA, and

even equal the COMBINED STOCK of the

Six Largest Jewelry Establishments in the

United States.

The Agents of this Company are determined to dispose of their entire stock of

**SOLID**

**GOLD AND SILVER WATCHES**

At One-Half the Cost of Importation.

regardless of the opposition of the combined jewellers to this manner of sacrificing watches, which they claim in the lowest already begun against the Company, and which will so greatly injure their sale of watches, which they sell at double their original cost.

The sale of this

**BANKRUPT STOCK**

we are willing to admit will be a death blow to the high prices charged by jewellers. At the same time, the Public Will Be Greatly Benefited

in securing

**GOLD AND SILVER WATCHES**

At One-half the Usual Prices.

Every Watch sold by the agents of the

**GENEVA WATCH COMPANY**

is warranted to be

**SOLID GOLD OR SILVER,**

and a Bill of Sale and a Written Guarantee are given with each and every Watch.

The sale of their goods has

**Increased Daily Since the Opening,**

On account of the goods being

**PRECISELY AS REPRESENTED.**

The purchasers, of course, take them to the leading jewellers, who pronounce them to be

**GOLD AND SILVER,**

and worth

**DOUBLE WHAT WAS PAID FOR THEM.**

Every first-class jewelry house in the city has watches manufactured by the

**GREAT GENEVA WATCH COMPANY.**

The following are the names of some of our best

Watches:

BOURGAIN,

HUGUENIN,

JACOT,

RICHARD,

LABOIR,

and HENDRY.

These Goods the Company are

**SELLING AT THE SAME DISCOUNT**

as the others, and they are bought by our

**BEST OFFERS.**

For time and durability the

**ABOVE NAMED WATCHES**

are acknowledged by all jewellers to be the

**BEST WATCHES**

manufactured by any company in the world.

Part of the additional

**Million Dollars' Worth**

Or

**SOLID GOLD AND SILVER WATCHES**

that the agents have been authorized to dispose of, will be opened at their store.

**763 Broadway, TO-DAY.**

In the stock there will be

**GENTLEMEN'S and LADIES' SILVER WATCHES**

for \$5, and

**LADIES' GOLD WATCHES,**

beautifully enameled, from \$10 to \$25.

**DIAMOND SET WATCHES, from \$30 to \$50.**

The well known

**GENUINE AMERICAN WATCHES,**

that we exchanged some of ours for, will be sold PRO

PORTIONATELY CHEAP with the balance.

An opportunity to secure a

**TIME-PIECE**

at such a sacrifice should not be missed.

The sale of these goods will

**Continue From Day To Day**

At 763 BROADWAY, between EIGHTH and NINTH STS.,

until the entire amount is disposed of.

At the rate they are now being purchased the sale



## AUNT TABITHA.

BY O. W. HOLMES.

Whatever I do and whatever I say  
Aunt Tabitha tells me that isn't the way;  
When she was a girl (forty summers ago)  
Aunt Tabitha tells me they never did so.

Dear Aunt! If I only would take her advice!  
But I like my own way and find it so nice!  
And, besides, I forget half the things I am told;  
But they all will come back to me—when I am old.

If a youth passes by, it may happen, no doubt,  
He may chance to look in as I chance to look out;  
She would never endure an impudent stare—  
It is horrid, she says, and I mustn't sit there.

A walk in the moonlight has pleasures, I own,  
But it isn't quite safe to be walking alone;  
So I take a lad's arm—just for safety, you know—  
But Aunt Tabitha tells me they didn't do so.

How wicked we are, and how good they were then!  
They kept at arm's length those detestable men;  
What an era of virtue she lived in! But stay—  
Were the men all such rogues in Aunt Tabitha's day?

If the men were so wicked, I'll ask my papa  
How he dared to propose to my darling mamma;  
Was he like the rest of them? Goodness! Who  
knows?  
And what shall I say, if a wretch should propose?

I am thinking if Aunt knew so little of sin,  
What a wonder Aunt Tabitha's aunt must have  
been!  
And her grand-aunt—it scares me—how shockingly  
and

That we girls of to-day are so frightfully bad.

A martyr will save us, and nothing else can;  
Let me perish—to rescue some wretched young  
man!

Though when to the altar a victim I go,  
Aunt Tabitha'll tell me she never did so!

## HOW I TAUGHT A YOUNGSTER TO WRITE VERSE.

BY TOM HOOD.

Perhaps the best subject we can take up now is "Feet." As we have already said, the Latin feet were measured by quantity—ours are measured by accent; so we had better see first what is the nature of accent in the English language. Suppose we write down half a dozen words to begin with:

Happiness.  
Relief.  
Business.  
Incompetence.  
Desirable.  
Incomprehensibility.

The accent falls on the first syllable in "happiness," but the "ness" is accented too. "Relief" is accented on the second syllable. "Business" is like "happiness;" and "incompetence" similarly takes an accent on the "com," and a sort of sub-accent—different from a non-accent—on the "tence." In "desirable," the fall of accent is the same. In "incomprehensibility," the accent touches on "com," "hen," "bil," and even slightly—very slightly—on "ty." What do we gather from this? That the tendency of the English language is to alternate accented and unaccented syllables. More than that; in words of three or more syllables with two or more accents, there is what we may call a principal or dominant accent, more important than the others. This is especially the case in trisyllables. "Happiness" can claim but a very faint stress on the last syllable, and a "desirable" or "unity" even less.

The result of this peculiarity of the English language is, that it limits the number of feet at our disposal. The spondee (two long—two accented syllables) can rarely be formed, except by the juxtaposition of two monosyllables, as in "strong foot." But, in the first place, the genius of English verse disapproves of such a frequent use of monosyllables as a spondaic measure would require; and even in the case I quote, the tendency to give a superior accent to one word over the other in reading, shows that the spondee does not naturally belong to our verse.

The trochee (a long and a short—an accented and unaccented syllable) is an English foot: "happy," "merry," "joyous," and "sorrow" are all trochees.

Iambics (a short and a long—an unaccented and accented syllable) also find their measure in "relief," "assign," "deter."

Of three syllable feet, the dactyl and anapaest are the ones best translatable into our verse, and chiefly because of the peculiarity of accent in trisyllable words, which I pointed out a few paragraphs ago. A dactyl is a long and two shorts, or, in English, an accented and two unaccented syllables. Such words as "merrily," "happily," "unity," are excellent dactyls.

An anapaest is a dactyl with its head where its tail should be; that is, two shorts followed by a long, or two unaccented followed by an accented syllable. The tendency of the English language to get the accent as early in a word as possible, makes it almost impossible to find a single word that will serve as an example of the foot. But here we find the use—as we shall in dactyls too—of those unimportant little articles, pronouns, and prepositions which are too humble to claim accents—"the," "a," "he," "it," "in," "of"—and that workaday verb that gives us "am," "is," "was." These, in combination with other words, will give us dactyls and anapaests; and as we want an example or so of the latter, here they are—"in a storm," "at the end," "is he mad?"

But you must not run away with the notion that trisyllable words, because of the peculiarity I pointed out *apropos* of dactyls are only to be counted as such. I merely object to their coming at the end of a line to supply a one-syllable rhyme, because the last syllable is not strong enough for that place. In any other part of a line they may claim their two accents, if neces-

sary; but even then the third syllable must not fall in a place where the cesura (or pause), or anything else in the construction of the line, gives it undue prominence.

We have fairly exhausted the feet we can use. It would be possible to try in the amphimacer and amphibrach (—u—and —u) by such instances as:

Flirt he strode, like a God,  
Silver-arm'd, iron-shod.

which is composed of amphimacers, and the following, which is composed of amphibrachs:

In mercy, in pity,  
In field and in city.

But these are feats rather than mere versifying; and it will be time enough for you to try your hand at that sort of thing when you have thoroughly learned the plain-sailing of trochees and iambics, dactyls and anapaests; and for the present it will be quite enough for you to work at trochees and iambics, leaving dactyls and anapaests alone until you have mastered the simpler feet.

I suppose the fellows at school begin to write their Latin verses in the old way.

"What, by writing nonsense verses, do you mean? Yes, they do."

Well, we will do something of the same kind. We will write down nonsense feet, of which by and by we will make nonsense lines, as models of the forms in which you are to write. Well, then, here are the feet, with our corresponding "nonsense" for them:

Trochee—Dum di.  
Iambus—Di dum.  
Dactyl—Dum di di.  
Anapaest—Di di dum.

You will remember that I mentioned to you, when first we spoke about quantity and accent, that, although our feet were measured by accent, still quantity did, to a considerable extent, influence our versification. Of its employment as an elegant variation and adornment of verse, I shall say more at a time more fitting; but I may as well point out to you now where a neglect of it constitutes, if not a defect, at least an inelegance. I will teach you, if I can, by and by, what to do with regard to quantity; at present I must be satisfied by showing you what to avoid.

You have learned to scan your Ovid, so I will give you some English hexameters to scan now. I will tell you at once, they are beyond question the best English hexameters that ever were written; and the story is a beautiful story, which, if you haven't read it already, is a treat in store for you. I mean Longfellow's "Evangeline." When I began to read Ovid, my master read us "Evangeline" to help us to understand the metre, and it is a plan which I think might be initiated in other schools with great advantage. Here's the book—read me the first line.

"This is the forest primeval. The murmuring pines and the hemlocks,  
Bearded with moss, and in garments green, indistinct in the twilight,  
Stand like Druids of old, with voices sad and prophetic,  
Stand like harpers hoar with beards that rest on their bosoms."

That will do! Now we will scan the first line—"This is the forest primeval." The *i* murmuring pines and the *i* hemlocks. With one exception that is an excellent line. The exception is in the second foot, a dactyl, formed of "forest pri." The accent is on "for," true enough, but the "est," followed by "pri," gives us a vowel, with such a collection of consonants, "s, t, p, r," that it can never, to my mind, be a good or unaccented syllable. To show what I mean let us alter the line, and say, "This is the forest primeval. The *i* murmuring pines," etc. Here "forest" makes a very passable spondee—better than some we have further on—and "primeval" is a good dactyl.

In the second line all runs well till we come to "garments green indistinct in the" where we might avoid the uncomfortable form of "garments green," by "garments indistinct in the" etc. In the next line we have, "Old with," as a spondee; "hoar with" and "beards that" in the next line doing similar duty.

I brought this instance forward to show you, in the case of "forest primeval," that it does neither do to overweight your unaccented syllables with a number of consonants coming together, nor is it right to assign to the unaccented place a very broad vowel; and for the same reason—that, although quantity does not regulate our system of scansion, it decidedly influences it.

Incidentally in reading these few lines of "Evangeline," and especially in the last three, we have come on instances which show how difficult it is to find English spondees. "Old with," "hoar with," and "beards that" are in fact trochees; and if you examine most English hexameters, you will find that trochees take the place of the spondee. In fact, the spondee is not to be Anglicized.

There is another point on which accent and quantity approach each other, and which it will be as well to note here. You know, of course, that two short syllables equal one long in the classic measures. Do you know anything of music?

"A little. I haven't been learning at school lately."

Well, you cannot have gone very far in music without learning what I want you to remember. To what are two minims equal?

"One semibreve!"  
All right. "Time" and "Quantity" are a good deal alike, and so it was that your two classical shorts equaled one long. In English verse there is something similar, but it is not the accented (*i. e.*, long) syllable that is resolved. It is the unaccented, and, accordingly, in that place you will often find, as you read, two such unimportant words as "of the" taking the place of a

single unaccented syllable. At present you will have nothing to do with that. I mean to keep you to strict rules, not allowing even so much license as that implies. Still, in case you take to reading poetry by the new light I have supplied you, it is as well you should know what I have just told you, and something more. That something more is, that if your reading chances to take you into Ballad-Poetry, you will probably find yourself stranded high and dry, before you have got very far, if you depend on the rules of scansion I have been giving you.

I will explain to you why. Ballad-Poetry is the descendant of the earliest form of English Poetry. There is little doubt that our modern school (by which I don't mean merely that of the eighteenth and nineteenth centuries) has been molded on the classical model, which has modified the old style. But originally English verse (its form being still, to a great extent, retained in ballads) was regulated by the number of accents, without any reference to syllables; and our system of accentuation being in those times different from what it is now, the lines were of very irregular length.

You will now understand the difference between the structure of the sort of verse I intend to teach you to write and that of a ballad, which (like blank verse, sonnets, odes and one or two other poetic forms) is of necessity poetry, and not mere verse; and consequently beyond your power of learning, just as it is beyond my power of teaching.

I think now we have gone far enough for the present. You know what feet are commonly used in English verse, and may amuse yourself, till I have time to give you another lesson, by taking your "Modern Speaker and Reciter," and trying to find out of what kinds of feet the different poems in it are composed. Next time we will go into the question of lines.

## INSTRUCTION IN PENMANSHIP.

BY H. W. ELLSWORTH.

## ARTICLE II.

The establishment of a government founded upon the intelligence of the entire people has given to education a practical importance which it has never before attained even among statesmen. As a consequence we behold almost innumerable schools, both public and private, in all parts of the land devoted to the work of instruction. One of the most important ends of these vast means of civilization is to teach every child in the land the art of writing. In no other country has a work of such magnitude been undertaken, and in none is its success or failure of so vital consequence to the interests of society. It becomes necessary, in view of these facts, to inquire not only into the agencies employed but the methods of instruction relied upon for the accomplishment of so vast a work, with a view of securing the greatest benefits with the least possible outlay of time, labor and expense. From the first, instructors in the art seem to have relied upon the power of imitation for the means of securing the forms of letters as well as the manner and arrangement of writing, and it is still the only reliance of many teachers. But instruction can do but little beyond directing imitation, and where this faculty is found deficient, little, if any, success attends the efforts of either teacher or pupil, and consequently we still see children in our schools "let write" by the hour. General failure and uncertainty of this method have given rise to the popular notion that all cannot be taught to write, and thus the universal acquisition of writing by imitation alone has proved and must continue to prove a failure in about one case out of six. But the problem before us is how to impart a practical knowledge of this art to every child in the land in the most effectual and expeditious manner. That it can be done is no longer doubted by every intelligent person; but that some more reliable method than imitation unaided, it is evident, must be resorted to to secure the result.

Imparting instruction to the masses may be not inaptly compared to the cultivation of the soil. Where land is naturally rich and productive, good crops may be secured by simply scattering the seed; but to render soil productive that is naturally barren, cultivation and the application of science become necessary. But imitation implies inferiority, and any one who merely imitates can never excel without the aid of those principles upon which the model is constructed. Herein is one of the keys to a solution of the problem.

Again, writing when once acquired is, like speaking, a matter of habit, the object of instruction should be to fix correct habits of forming and combining letters in words. To do this with certainty requires a clear conception of all the modes by which this particular kind of knowledge is acquired and the circumstances and conditions under which it is to be imparted. It is admitted by all thoughtful educators that the faculties employed in writing are among the earliest developed and controlled. They are (1) motion, (2) sight, (3) touch.

Habits of motion or mechanical movements are the earliest, simplest and of most uniform strength in all persons, and consequently most reliable and easily formed of any, being merely physical in their nature. The powers of sight, such as observing, comparing, contrasting, combining into classes by resemblances, separating into parts or groups by differences, analysis and synthesis are mental in their nature and among the earliest developed, while the sense of touch, although physical in its nature, is slower in its development than either move-

ment or sight and more variously diffused than either.

Next, we find the natural exercise of these faculties proceeds from wholes to parts, simple to complex, general to special and concrete to abstract.

They also require variety by intervals either of change or rest, and repetition to produce habit, while the known leads to the unknown and success gives confidence. The period of full development of these faculties, like the physical development, varies greatly in different pupils. Add to this the fact that a majority of pupils leave school before the age of thirteen years, and that writing must be taught in connection with a whole curriculum of studies, and we have an approximation to the conditions of our problem.

In learning to write, the immediate object is to secure sufficient proficiency to answer the necessities of the pupil, such as the ability to write his name and the exercises of school legibly. This acquired, a degree of pride stimulates to an exhibition of skill and taste leading to expedition and a more finished performance.

In view of the foregoing facts and principles let us consider the present condition of the pupils in our schools, and the results in penmanship already produced by the methods of instruction generally pursued.

The first noticeable feature is the prevalence of two distinct styles of penmanship or "hands" exhibited by each pupil, one in his dictation exercises, the other in his copy-book. To account for this we have but to observe that the first knowledge of letters is "picked up" or acquired without the aid of other models than the handwriting of the parent or teacher, or, most likely, the pupil's young associates; the introduction of the copy-book or correct models being delayed until a handwriting is already established.

Consequently, when the pen and copy-book are introduced it is too late to correct the mischief, and although the pupil may acquire proficiency in penmanship, the natural hand first formed will always predominate over the acquired hand learned from the copy-book. Another reason for this unfortunate result lies in the tedious and monotonous introduction to the subject in most primary copy-books, which delays the pupil for months with elementary drill upon strokes, curves and analysis, before giving all the letters as wholes or any clear idea of their application, until the pupil must, from necessity, have acquired it from other sources. Hence we find in many of our best schools that the deficiencies of celebrated "systems" are supplemented by the use of blank-books or slips upon which daily exercises are written at the dictation of the teacher.

The remedy for this must lie in the earlier introduction of correct models, so that the style first acquired shall be in conformity with that afterward found in the copy-books, and by giving practice upon letters and words from the outset, until an approximate knowledge of their forms and uses is acquired before going into the details of analysis and drill, upon the elements of which they are composed.

Another apparent evil is the lack of that feeling of responsibility for results in penmanship which teachers exhibit in regard to the other school studies, many feeling and admitting their inability to teach writing with the interest and success of other branches, while too many slight the work, knowing that they will not be likely to be held so strictly accountable for deficiencies in methods and results at examination in this as in other studies. To correct this evil greater stress must be put upon knowledge and proficiency in penmanship in candidates for licenses to teach, as well as by making class examinations in penmanship consist of something beyond a mere inspection of copy-books, or by assigning the subject to a special teacher in each school or department, whose taste and talent will render the work of instruction agreeable, and thus fix the responsibility where it will not be evaded.

## ON TEACHING ADDITION.

Corporal Trim maintained that it is vain to seek for eminence in any profession or craft without a thorough knowledge of the manual of arms. Our manual of arms is the art of rapid and exact calculation, a thorough knowledge of the four rules, but especially addition, which underlies all the others. Whether we are training the pupils for public or for private life; whether for the farm, the shop, or the counting-house, we find facility in the use of figures to be of the greatest utility.

But so greatly has this art been neglected that in many schools the largest and oldest pupils add slowly and with difficulty, counting their fingers, and are very uncertain of the correctness of their results. This is because the art of rapid addition has not been taught. When we assign ten or twenty examples to be added, we are no more teaching addition than the master-tailor is teaching his art when he gives out a dozen waistcoats to be made. The pupil needs practice, and learns by it, but such learning is without a master, and experience proves that unguided practice is a slow though by no means sure road to skill.

We believe that the child's first ideas of numbers should be cultivated by means of objects, but we are supposing that to be already done, and wish to confine our efforts to the problem of teaching the art of rapid and exact addition.

First in time and importance we place SYSTEMATIC DRILLS IN ORAL ADDITION. By this we mean counting by the addition of a constant number. We give a few specimens:

1. Begin with 0 and count by adding 2.

2. Begin with 1 and count by adding 2.  
3. Begin with 0 and count by adding 3.  
4. Begin with 1 and count by adding 3.  
5. Begin with 2 and count by adding 3.

And in like manner with all the numbers up to 9. Set apart 5 or 10 minutes a day for drill upon this. If 5 minutes can be found in the forenoon and the same time in the afternoon, much better results will be obtained than if 10 minutes were added at one time. The teacher should not always begin or end at the same place. In adding 3's we may sometimes begin at 70 or 92, and add as far as desirable. By this means we prevent the exercise from becoming a routine, and if we add the ever indispensable sprightliness and zeal, we make it still entertaining, engaging and new. He who is thus taught, will not need to count his fingers.

Second, we use

DEVICES FOR FINDING THE KEY FIGURE.

Two given digits added together give a constant digit in the unit's place.

Writing upon the board the series:  
2, 12, 22, 32, 52, 72, 92, 102, 512, etc., we add 2 to each and observe the unit's figure. In like manner add 3, 4, 5, 6, 7, 8, 9, observing the unit's figure. Then  
3, 13, 23, 43, 73, 93, 103, etc.

To which add 3, 4, 5, 6, 7, 8, 9.  
Next, 4, 14, 24, 34, 44, 54, 74, 84, etc.  
Add 4, 5, 6, 7, 8, 9.

The remaining series can be constructed upon the same principle, the last being 9, 19, 29, 39, 49, 69, 79, 89, 109. To which add 9. This table gives the key to all combinations save those of 0 and 1, with the remaining digits, and these we do not need to teach. These are exercises for the slate and blackboard.

Third.

DISCARD THE OLD METHOD

Of spelling out the sums of 6 and 1 are 7, and 5 are 12, and 5 are 17, etc. Cultivate the habit of forming the judgment in the mind that 6 and 1 are 7 without any motion of the lips. In adding orally give only the results, as 6, 7, 12, 17. The old method is bad because it interposes a useless process, that of uttering words, which takes time, and while it is doing the mind wanders.

But we must teach the pupil

TO ADD TWO OR MORE FIGURES.

Propose such an example as this:  
9,345 Let the pupil add it figure by figure, then show how much can be 4,657 saved by taking two 5's together as 2,951 10. Give other examples till the 5,492 habit of taking two 5's together is 5,612 formed.

4,655 When this is done we may teach 1,055 him to take any two figures together, 2,511 or which make 10, as 6 and 4, 7, 3,566 and 3 and 8, 9 and 1. To do this use a "set up" example such as this:

1,234 In this example the benefit of 9,876 taking two figures together is strikingly shown. Such should be occasionally used till the pupil will 8,764 take any two numbers that make 2,346 ten together. Any teacher can form such examples readily. With 4,321 but little more skill examples in 6,789 which the sum of three or more figures is ten, can be formed and applied to use. The pupil will soon be prepared to see that he can add any two figures which make 11 as easily as he can 10, that 12 is very easily added, and that to an even 10, as say 70, he can add any combination, say 18, at one effort.

In all schools in which pupils are deficient in rapidity and accuracy these means should be used.

In large schools excellent results have been produced by dictating an example to the school just before dismissal, and excusing the pupils as they bring up the right results.—*Indiana School Journal*.

## A LESSON IN GEOGRAPHY.—In a late

report of the Secretary of the St. Louis Newsboys' Home is the following: During one of their class lessons in geography, each lad in his turn was required to give the name of three European countries until all had been named. The first boy responded by saying England, Ireland and Scotland; the second followed with France, Prussia and Russia; the next boy's geographical knowledge was evidently limited, for he gave in perfect seriousness "Carondelet, Kirkwood and Chicago." "No, no," said the class-master of the evening, "name three of the countries in Europe." The boy looked at the floor and then at the ceiling in a state of perplexity. A boy behind the other quietly whispers "Hungary, say Hungary." "No, I shan't; you're hungry. Hungry ain't no country." "Yes, it is, you numskull," say Hungary." With this gentle prompting Hungary was said. "Yes; now another." Prompter behind whispered "Turkey." "Go on with yer; turkey ain't no country." "Yes, it is, thick-head," say Turkey. Turkey was said very doubtfully. "Yes, that's right; Hungary and Turkey, that's two; now another. I want you to name three." Boy gave an appealing side-glance, full of confidence, to his prompter, who whispered "Goose; say Goose." "Goose," shouted the student of geography, as if he'd known it all his life to be the name of a country in Europe. Roars of laughter from all parts greeted this answer, much to the confusion of the student, who finally created a diversion by attempting to make geographical researches with his fist about the polar regions of his prompter. In the midst of confusion the class was therefore brought to a close; but "Hungary, Turkey and Goose" will be long remembered by many present.

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"Peter," said a mother to her son, "are you into them sweetmeats again?" "No, ma'am, the sweetmeats is into me."

A California editor has bought a mule, and a brother editor chronicles it as a remarkable instance of self-possession.

"My Lord," said the foreman of a Welsh jury, when giving the verdict, "we find the man who stole the mare not guilty."

A young man having a late railroad disaster in his mind has broken his engagement with a young lady, because she wears a train and is negligent about her switch.

The editor of a country paper remarks that half the people who attend musical entertainments in his town don't know the difference between a symphony and a sardine.

Here's a comical advertisement: "To the Drapery Trade. Wanted a young man, to be partly out-door and partly behind the counter." What will be the result when the door slams?

An Iowa lady concludes an anti-suffrage letter as follows: "You may look at this matter in whatever light you will, but summer it down and it is but a quarrel with the Almighty that we are not all men."

A lady asked a pupil at a public school: "What was the sin of the Pharisees?" "Eating camels," was the quick reply. This pupil had evidently read that the Pharisees strained at gnats and swallowed camels.

"You must have lived here a long time," said a traveling Englishman to an old Oregon pioneer. "Yes, sir, I have. Do you see that mountain? Well, when I came here that mountain was a hole in the ground!" The Englishman opened his half-shut eyes.

A gallant schoolboy's toast reads thus: "The girls of our school—may they add charity to beauty, subtract envy from friendship, multiply genial affections, divide time by industry and recreation, reduce scandal to its lowest denomination and raise virtue to its highest power."

A gentleman in search of a man to do some work met on his way a highly respectable lady, not as young as she once was, and asked her: "Can you tell me where I can find a man?" "No, I cannot," she replied, "for I have been looking these twenty years for one for myself."

An eccentric wealthy gentleman stuck up a board in a field on his estate, upon which was painted the following: "I will give this field to any man who is contented." He soon had an applicant. "Well, sir, are you a contented man?" "Yes, sir, very." "Then what do you want with my field?" The applicant did not stop to reply.

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Two little fishes were swimming one day  
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Said Scaly to Finny: "Oh, there's a nice fly!  
I wish I could catch him; I'll just go and try."  
"Stop! stop!" replied Finny; "there's danger, I  
fear!  
I see a long line and a man watching there.  
Don't venture, dear Scaly, be guided by me,  
Or else you'll be caught as sure as can be."  
But Scaly was heedless; the fly looked so nice  
That soon he forgot Finny's kindly advice.  
He snatched at the fly, when, as quickly as thought,  
Came a jerk, and, oh, dear! little Scaly was caught.  
Now wasn't he foolish? And yet, how I wish  
Little children were never like that little fish.  
But, when sin entices, how often we see  
That they yield to temptation as quickly as he.  
But they who thus foolishly choose what is wrong  
Are sure to repent of their choice before long;  
For, like little Scaly, they find, though too late,  
That a sharp hook is hid in the nice-looking bait.

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